

# THE AMERICAN School Board Journal

A PERIODICAL OF SCHOOL ADMINISTRATION



FEBRUARY 1915

VOL. L. No. 2

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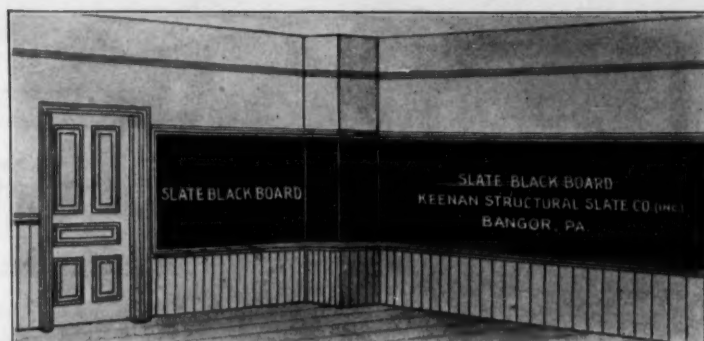
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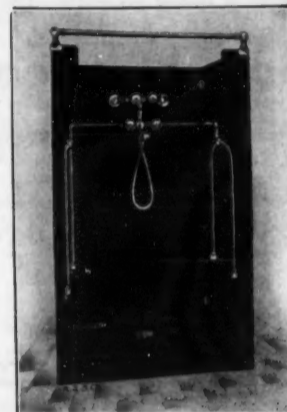
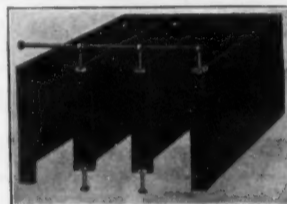
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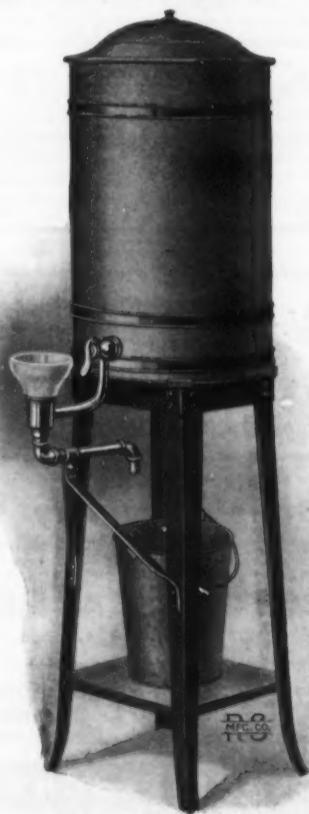
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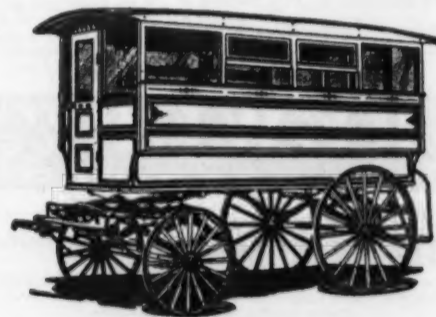
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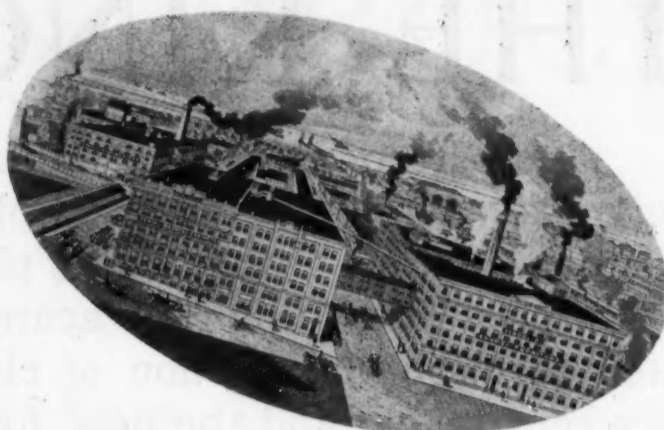
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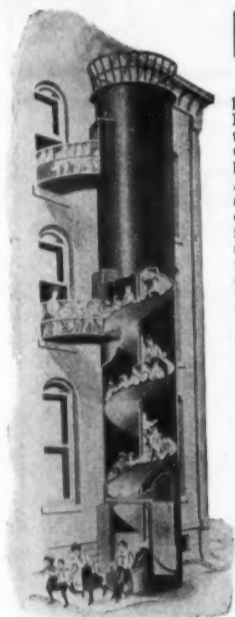
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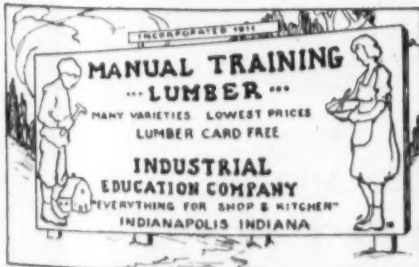
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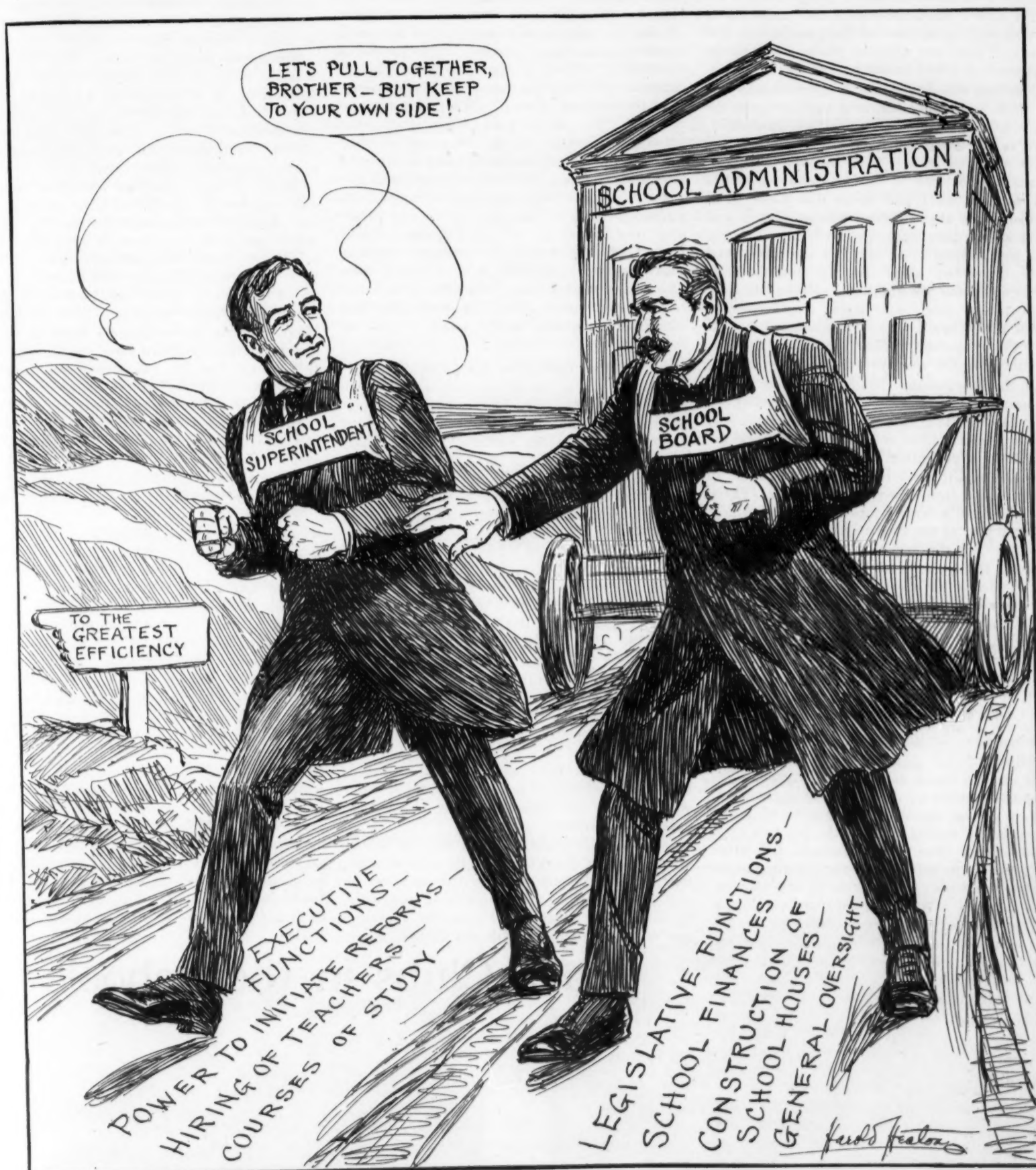
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CO-OPERATION NEEDED - NOT INTERFERENCE.

# Our School Officers' Association

Frederick F. Hall, President, Kane County School Officers' Association, Dundee, Ill.

Some years ago, had I been asked if there was a School Officers' Association in my own county, I would probably have said that I believed there was something of that sort; but, had I been further questioned as to its nature and the good it was intended to do, I would probably have wandered off into glittering generalities. Today I know what a School Officers' Association is and why it is; and of the one in my own county I need not stint my praise, for with its organization I had nothing whatever to do.

The first meeting which I attended was one to which I was detailed, as a member upon the program, but I stayed because I was interested: first, in the make-up of the assembly. I found there men and women from my own township, whom I knew well in business and social life but with whom I had never discussed school problems for the sufficient reason that I had never known they were school officers. I found men and women from our two big cities, and from our remotest rural districts; from the river towns and from the "back" townships; most of them talked good, schoolbook English, some mixed their objectives and nominatives but all were there because of their interest in the biggest thing in the county—our schools.

On the Resolutions Committee I found them discussing such questions as: Uniformity of textbooks, the two mill tax, vocational schools, paid attendance upon meetings of teachers' associations, a minimum wage and the payment by boards of directors for the transportation of pupils to and from consolidated schools. There was to be sure a certain amount of shepherding upon the part of the County Superintendent but there was not too much of it: these men had ideas of their own and they expressed them. One of them even made bold to take issue with our honored guest the State Superintendent of Public Instruction. Most of us thought that he was wrong in his contention; but he had his say, which was his right, and he received a courteous and adequate answer, which was also his right.

## The Workings of an Association.

Riding home on the interurban, I studied our constitution.

We exist, I found, to promote the general interest and welfare of the schools of our county, and our active membership consists of every person in the county holding the position of a school officer. The superintendents and principals of schools and the county superintendent of schools and his assistants are *ex officio* associate members. We hold but one meeting a year, in February or March, gathering at the court house of our county seat. The program committee consists of the President, first Vice-President, Secretary and Treasurer. They meet at the call of the County Superintendent of Schools and he, under their direction, sees to the printing and mailing out of the programs. Our dues are one dollar per year from each school district in the county—when we get it: there is nothing compulsory and some districts continue to ignore our notifications. The final article of the constitution provides that "the excess remaining in the treasury each year, after all bills against the association have been paid, and after a sinking fund of \$50 has been secured, shall be used by the County Superintendent in the interest of the common schools of the county."

In making up the programs for annual meetings we have found it desirable to have one or two "big" men, the biggest we could get: twice

we have had our state superintendent, twice we have had the secretary of our State Teachers' Association. Such men are worth listening to and the case is not simply that of "hearing a good talk;" it is that of hearing experts, qualified to furnish ample technical information about the matter in hand. A full half of our time has been given, however, to the addresses of the best men and women whom we could secure from our own number. "The Health of the Pupils," "The Importance of Correct School Statistics," "The Resignation of Teachers During the School Term," "The Consolidated School," "The Boys' Corn Club Movement," "Medical Inspection in the Schools," all these topics have been presented by some of our own members, who from professional training or personal experience were qualified to speak with authority. One of the most interesting papers ever read before us was on "Pioneer School Days in Kane County," the writer a mother in education who, in the days before the Civil War, had taught some of our fathers and grandfathers, her emoluments consisting of the privilege of "boarding 'round," and a salary (!) of two dollars per week.

## How Difficulties are Solved.

But it is not in the formal programs so much as in the opportunities for comparison of perplexities and troubles that the value of our annual meeting chiefly consists. Many of these difficulties never get as far as the platform; they are talked over in the anteroom, or at the dinner table, but they are talked out and often an enlightenment is secured that would never come were the discussion confined to the members of a single board. The writer recalls one instance of a vexatious problem of school law which had annoyed him ever since his election; from its very nature no rigid ruling upon it, in black and white, could have been secured from the state superintendent's office. The problem was "put up to" an expert at one of our meetings and he answered it; it is a thorn in the flesh no longer. Where problems do get as far as the rostrum, their clarification is naturally more complete. Properly speaking, those who addressed us have never been "heckled" but pointed questions have been asked and answered, and frank discussion has been encouraged, even where debate ran sometimes close to the borders of controversy.

Our own experience has been that the school officers of rural districts attend the annual meetings more faithfully than do the members of city school boards, the supposition apparently being that the urban board members have less need of the meeting than do the country mem-

bers—a supposition which, not infrequently, will be found contrary to fact. But even those who do not attend receive some direct benefit from the organization. There is, for instance, a School Officers' Directory, published by the County Superintendent, which is mailed to all and which, beside giving a list of the officers and teachers of the county school system, contains valuable data as to tax levies, etc.

## What the Associations Do.

Interest in our own School Officers' Association has naturally prompted an investigation of like organizations elsewhere, and a collection of programs, gathered from neighboring states, has furnished valuable data.

Minnesota has gone farther than any other state of which I know toward stimulating the interest of its school officers, for it has passed a law allowing three dollars per day and mileage to those attending meetings called by the County Superintendent. This surely ought to result in increased attendance.

School officers' meetings are often held in connection with educational association gatherings, teachers' associations and the like. Topics which have been considered at such joint gatherings have been: "The School as a Social Center," "The School Library and Study," "Farmers' Clubs as a Means of Improving Rural Schools," "The Playground and Recreation Hour," "Shall We designate a Date on Which Teachers are to be Hired Over the Entire County?" "What Can We Do to Improve the Sanitary Conditions In and About Our Rural Schools? (Supply of drinking water, out houses, ventilation, scrubbing, warm lunches, etc.?)" "Question Boxes" have been popular and profitable. In at least one instance which has come to the writer's attention a farmers' club served a free dinner to all who attended the gathering.

Whether it is desirable that teachers and school officers should always meet in conjunction is a debatable question. The points of view are not entirely identical and separate sessions may be better but there can be little question that the efficiency of our schools would be increased if our school officers met oftener for interchange of ideas and for such technical, inspirational instruction as only the experts can give.

Where no county association exists, the first move in the campaign is to secure the co-operation of the county superintendent. However able may be your membership, or however interested your officers, the association is almost certain to center, and rightly should center, in the county superintendent's office. He has adequate office equipment, time and acquaintance; he alone is likely to have sufficient first hand information about the schools of the county and he should be, *ex officio*, the one man best fitted for leadership along the lines of education. If he is not this—then get a new county superintendent.

# Boys' Clubs in the Schools

T. A. Tefft

In every boy's life there comes a time when the clan or gang spirit is uppermost. This stage of growth needs to be directed into safe channels and towards the best the world has to offer.

Not only does the club perform the negative function of keeping the boy out of mischief, but it has also positive value. It accustoms him to getting along with his fellows, to being self-controlled and considerate of others.

Boys' Clubs cover a wide range of activities and differ in their aims and methods. The club that will succeed in one place, may prove a failure in another, and only a study of the individual community can determine the type re-

quired. The club in the town has, to some extent, different aims from that in the farming sections. In the former it is needed to keep the boys from misusing their spare time; in the latter, it provides opportunities for companionship. The country boy does much work alone out in the fields or about the house and farm. He does not need a club to fill in spare time, for he is usually busy. His club must have a definite reason for existence—either be a purely social one, or be for study purposes.

Where school facilities are meager, the boys can make their club a means of rounding out their education and of keeping abreast of the

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# THE CINCINNATI SCHOOLS

Edward D. Roberts, Assistant Superintendent

In an article published in Educational Foundations, January, 1914, Scott Nearing of the University of Pennsylvania, summarized his investigation of the public school system of Cincinnati in these words:

"If any two words in the English language can express the spirit of the Cincinnati schools, they are 'co-operation' and 'progressivism.' The people of Cincinnati, high and low, have banded themselves together in an endeavor to make good schools. Cincinnati schools are not a monument to any individual, or group of individuals—rather they are the handiwork of the citizenship. In their eagerness for educational progress, the people are not hypnotized by every cry of 'lo here, lo there!' nor do they live in terror of new educational ideas. Their one aim, the education of Cincinnati's children, takes precedence over every other consideration. Perhaps that fact explains both the co-operation and the progressivism. Co-operation in the educational work of Cincinnati has been developed to a remarkable degree."

This has come to be the feeling of all residents of the city who have anything approaching an intimate acquaintance with the work of the schools. Indeed, co-operation, in the largest and best sense of the term, is the ideal of the schools and the spirit actuating all those at work in and with them.

The school authorities have therefore brought about close association with a great number of interests, educational and otherwise, which represent the constructive forces of the city. In the municipally supported University of Cincinnati, there is the College for Teachers, directly maintained by the Board of Education, and described more fully later, and a constant use of all the other departments. Especial help has been given by the clinic established by the University department of psychology.

The Board of Health of the city lends large assistance thru regular medical inspection of pupils in the schools, thru physical examination of all applicants for work certificates and of all pupils assigned to open air rooms or classes for mental defectives, thru surveys of the sanitary conditions of classrooms and other parts of school buildings, with recommendation to the Superintendent of Schools of such changes as seem desirable, and thru examination and classification of pupils with reference to anemia, tuberculosis and mental retardation, with a view to providing special opportunities for such children. This city department has been asked, in the words of Superintendent Condon, "to as-

sume full responsibility for all health matters in connection with the schools, the school buildings and their surroundings, to point out all conditions which are likely to interfere with the health of those using them, and to recommend measures calculated to conserve the health of both pupils and teachers."

The Health Department has established, in co-operation with the Dental Society of the city, a system of complete dental examination. Groups of dentists and nurses volunteer their services to conduct an examination of every pupil in a school, noting defects, and sending word regarding the same to parents. In four schools, rooms have been equipped for dental treatment and free service is given cases recommended by principals.

"Little Mothers' Leagues," organized under the auspices of the Board of Health last spring, gave some fourteen hundred girls weekly instruction in personal hygiene, home sanitation, and the care of children, including proper dress, feeding, bathing, sleep, etc.

Another instance of co-operation is the Penny Luncheon Association, which unites representatives of all schools having penny luncheons and brings into association with these schools various organizations of public-spirited women. Cincinnati was the pioneer in penny luncheons, the first in the country having been started at the Jackson School, in April, 1908. Now fifteen schools have lunch rooms maintained in part by Board of Education funds, and five other schools maintain their own, independent of Board aid.

In connection with the Board of Park Commissioners, the policy has been adopted of purchasing for playgrounds only land adjoining public school properties, thus making one unit of both. The Board of Education has already assumed responsibility for conducting one playground near a school, and there will be an extension of this form of co-operation.

The finest manifestation of this spirit of co-operation is, on the whole, the manner in which the community has responded to the financial needs of the schools. In 1906, a more liberal policy of tax support was adopted, partly in accordance with the revised law of the state, but more largely in response to a new spirit of responsibility on the part of the city. This has meant since then an enlarged and adequate tax levy, culminating in November, 1914, in the voting of an additional levy by an overwhelming majority. The total levy for 1915 was thus made 4.10 mills.

By means of this adequate support, there has

been an almost complete rehabilitation of the physical plant, so that new, beautiful and completely equipped buildings have replaced old ones, playgrounds have been made spacious, and auditoriums, gymnasiums, shower and plunge baths, manual training and domestic science rooms, and kindergartens have appeared where none existed before. These outward changes were indicative of the even more fundamental and vital changes which were taking place within the system, by which the schools were reaching the community in ways very different from those of former days.

There have been completed within the past ten years, twenty new buildings, two of which are high schools, one large elementary school is now under construction, two others are about to be begun, and a third large high school is being planned. With these new constructions and the reconstruction and rehabilitation, by means of new heating plants and the like, all of the old buildings which are still serviceable, the city's physical equipment soon will leave little to be desired. The newer houses are types of the best modern school construction, and will well repay study by any interested in school buildings.

The most notable change within the buildings is the establishment of a complete merit system of appointment and promotion of teachers. Appointments are made from merit lists, formed regularly twice each year from candidates whose teaching has been inspected in classrooms, and who are arranged in order of efficiency. Preference is given to college graduates, but no candidate is considered who lacks either professional training or teaching experience. Nearly one-third of the elementary force of twelve hundred teachers has college degrees. The conditions of appointment and tenure have given to the city a fine professional spirit on the part of the teachers which manifests itself in the daily work of the classroom and in the continued professional growth of the individual. Practically the entire teaching corps has been engaged in professional and cultural study during the school year or the summer vacation.

The College for Teachers, supported by the Board of Education at the University of Cincinnati, is the training school which has supplied some 250 teachers to the city during the past ten years. These persons are all given two years' professional education, which, with the regular academic work, permits them to receive the bachelor of arts degree and become immediately preferred candidates for appointment



THE GUILFORD SCHOOL.



THE WOODWARD HIGH SCHOOL.

Typical Cincinnati Schoolhouses. (Sectional meetings of the Department of Superintendence will be held in these buildings).

as teachers. The staff of the College for Teachers is also the inspecting body for all candidates for appointment and is the superintendent's advisory board in matters of efficiency of teachers and principals.

Teachers are this year working upon a reorganization of the course of study and are also studying textbooks, report forms, and the rules and regulations of the schools. An English Council has been organized, with representatives from the elementary schools, the high schools and the University. This Council has undertaken the study of several vital problems in its field, and the results of its work are expected to be significant for the schools. The example of the English Council has been followed in the organization of a German Council,

school. This fact clearly demonstrates that the people value the opportunities offered in the high schools.

In a suburban high school, Madisonville, a beginning has been made in the six-and-six organization. Pupils of exceptional ability were permitted, at the end of the sixth elementary grade, to elect a distinct pre-high school course, which included Latin, a more extended form of algebra, and modified courses in English, geography, history and civics. If the outcome of this experiment is as satisfactory as have been similar experiments elsewhere, it may point the way to the extension of the plan to other sections of the city.

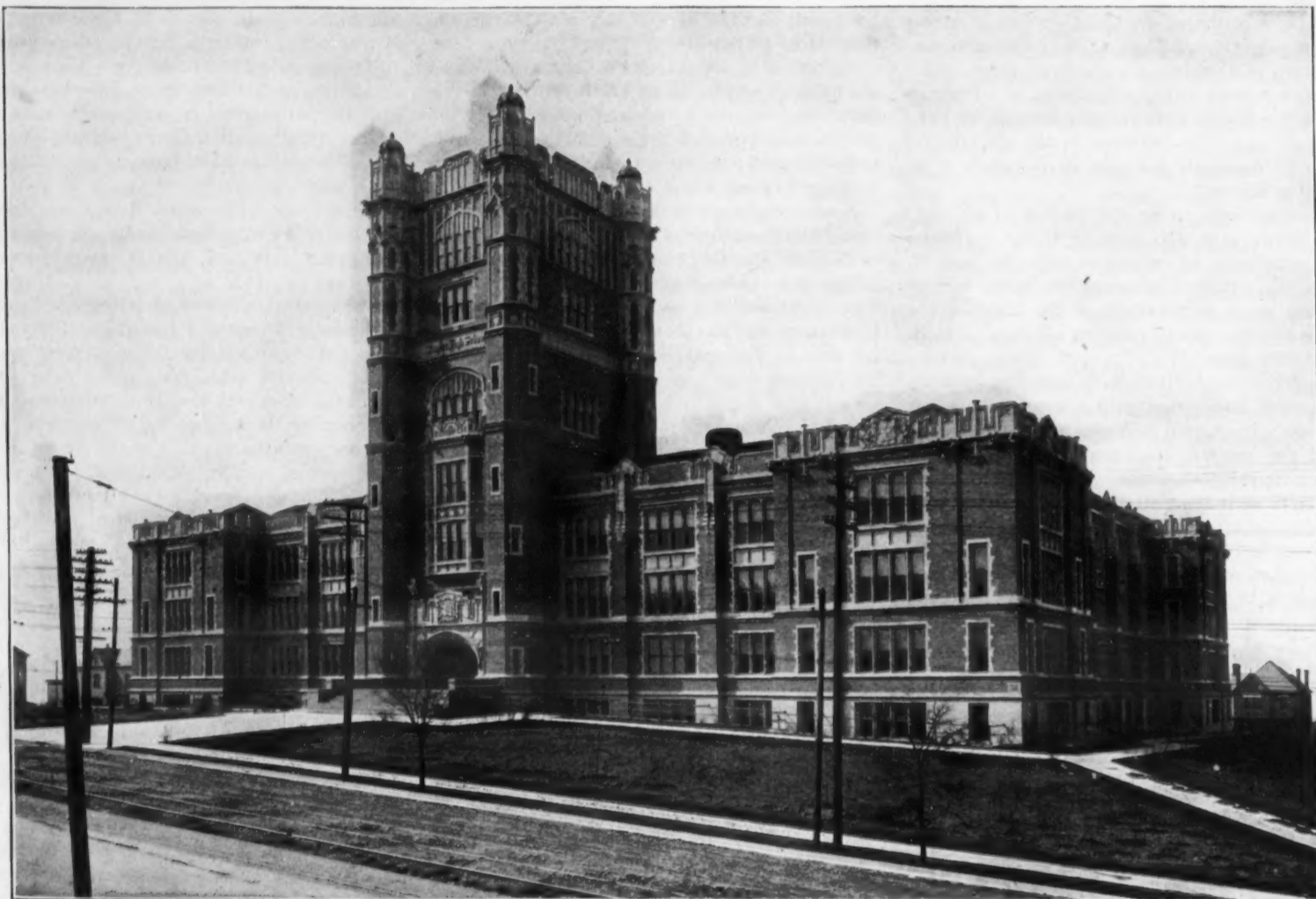
A new high school building is to be erected on Walnut Hills, which is planned to afford

enrolled, 2,700 in night high schools, 1,900 in industrial classes, 1,400 in elementary classes and 1,700 in gymnasium classes.

The summer activities include an academic school, vacation schools, playgrounds and school and home gardening.

The summer academic school is for pupils from the fourth to the eighth elementary grades and the first three high school grades. It provides a much appreciated opportunity for pupils to retrieve failures or to anticipate a grade. About 1,200 pupils have spent 40 days each summer for several years past in this school. Over three-fourths of these have gained their grades and maintained their places during the following school year.

Vacation schools are maintained five weeks



THE HUGHES HIGH SCHOOL, CINCINNATI, O.

which involves a membership as representative as the English Council and which likewise will study important problems in its field.

The high schools of Cincinnati are cosmopolitan in organization, and offer students a choice among nine different courses of study, involving 21 variations of subjects. Four of the courses are academic and prepare for college or afford opportunity for general culture. Five courses are vocational and highly practical, sending graduates into commercial or technical pursuits at the completion of the four years' work. Two courses involve a co-operative scheme of week in school and week in shop, for boys and girls of the third and fourth year, with a school coordinator in constant touch with the pupils in their out-of-school work. Just recently an agricultural course has been organized, to be conducted in co-operation with the state authorities, and to make use of the county experiment farm conducted under state auspices. The high school teacher has been taken over by the state as its local county agent, thus insuring the close connection of school and farm. More than ninety per cent of the graduates of eighth grades in the elementary schools enter high

elaborate opportunity for agriculture and all forms of technical high school training, as well as abundant facilities for all academic subjects.

The night schools of Cincinnati give to young people the choice in high school of a four-year academic course or a two-year commercial course in either bookkeeping or stenography. The term is 32 weeks of four nights each, and the staff of the two night high schools is composed largely of regular day school teachers. Graduates of the four-year course receive a first-grade high school diploma, while graduates of the two-year courses receive a certificate. In the night elementary schools, conducted at seven centers, there is regular academic work, industrial classes for men and women, and instruction in English for foreigners. There are also gymnasium classes in each school. The industrial classes for men include cabinetmaking, machinework practice, forging, house framing, mechanical drawing and shop mathematics. These classes reach each year an increasing number of shop employees, who are thereby enabled to add to their shop efficiency. For women there are classes in sewing, millinery, and cookery. During the present school year, there are

each summer in a half dozen down-town centers and provide occupation for city bound children during the morning of each school day. No academic work is done in these schools, but the term is spent on games, construction, music, story telling, dramatics, folk dancing and hand work.

Playgrounds have been conducted in down-town centers under Board of Education supervision, and the tendency is increasingly to unite this work with the vacation schools, and to conduct the whole in close co-operation with the city park authorities.

During the past year, gardening work was carried on for the third successive summer, under school auspices. Teachers were trained in the College for Teachers to supervise pupils in gardening at home or on school plots. Some 50 teachers were thus engaged in this particular activity, and the influence of the visits to the home and on the direct activity of the pupils has been great.

An interesting feature of the Cincinnati schools is the Continuation school. The compulsory side of this work, which involved the attendance, at least four hours each week, of

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An Open Air Class for Anemic Children in the Oyer School, Cincinnati, O.



A Class of Mothers in a Cincinnati Continuation School.

boys and girls who went to work before completing the eighth grade, has been largely eliminated by a change in the law regulating school attendance. There are still being conducted, however, under the direction of this department, voluntary classes for mothers, in sewing, millinery, household economics and cookery. There is besides, the well known voluntary continuation school for apprentices, to which employers send apprentice boys one-half day each week, on pay, to receive instruction in academic subjects. There are in this school apprentices in the machine trades and in the various printing trades.

An effort is being made to connect the schools with certain occupations in which youth engage, and a beginning has been made in the organization of classes of messenger boys, by which groups spend alternate weeks at school and at work. A similar work is to be undertaken with girls and just now classes are being formed with the intention of uniting school, home and trade in a course adapted to the peculiar needs of these girls.

There has been a differentiation into various types of schools in Cincinnati as in other cities. The oldest of these special schools is the Oral School for the training of the deaf, which was organized in 1888. It is in part supported by a state appropriation. A School for the Blind, which also receives money from the state, is now in its tenth year. There are besides these, classes for teaching foreigners English, for mental defectives, for retarded pupils, for anemics and for stammerers. A Boys' Special School cares for those to whom the routine of the regular school has grown irksome, and special emphasis upon physical and manual training makes great changes in these formerly very troublesome boys.

The result of this differentiation is that the 57 elementary schools, practically all of which contain all the grades from kindergarten thru the eighth, are enabled to do their work more effectively for the normal pupils. In Cincinnati, the special departments of domestic science, drawing, manual training, music, penmanship and physical training receive large attention. Special teachers in each of these departments, under the direction of a supervisor, visit classes regularly, at least once every two weeks. The result has been such as to justify the expenditure of time and money.

It was said recently that a display of Cincinnati school work in art was not only of the highest excellence in character, but unique in that it showed work done in public schools from kindergarten thru all twelve grades to normal work done in the College for Teachers.

The music work of the schools is even more widely known, because of the participation of

pupils in the famous biennial May Festivals. Visitors to the Cincinnati Convention will be given an opportunity to hear some of this work in the complimentary concert to be tendered delegates on Thursday night.

In physical training, the development has been equally marked, thru the placing in all new buildings of adequate and well equipped gymnasiums, thru regular instruction in calisthenics and hygiene in all schools, and thru class and individual competition under the direction of the Public Schools Athletic League.

Manual training and domestic science, confined at first to the seventh and eighth grades, are rapidly changing in character. A number of downtown schools have been organized as prevocational schools, in which more elaborate equipment is provided than is customary in an ordinary school shop or kitchen, and where, further, abundant time is given to the special work, and the course is definitely adapted to its special end. This change has taken place in the Oyer, Dyer, Riverside, Guilford, Morgan and Washington schools.

German is an optional study in all schools from the entrance of the child in first grade, and may be continued for twelve years until graduated from high school. Instruction in this subject is noted for its high quality.

Two elementary schools are organized for colored pupils only. The Douglas School, on Walnut Hills, is one of the finest plants in the city and is meeting the needs of its community in a splendid way. The Harriet Beecher Stowe School, down town, has just been organized. It

is quite inadequately housed in an old high-school building and has been handicapped by lack of facilities to do the work there is for it to do. It has already been a great force in the life of the people in its neighborhood, however, and promises even more for the future. Colored children are not excluded from classes in regular schools, and in most districts a few are found in every grade.

The kindergarten development has been rapid. In ten years practically every school has been provided with a kindergarten. This development has been made possible, in large part, by the pioneer work and constant co-operation of the Cincinnati Kindergarten Training School, a private organization which for 25 years preached the gospel of the kindergarten in this section. The spirit of the Cincinnati kindergarten is progressive and one of its marked characteristics is the close association of kindergarten and primary work. This is secured by sending primary classes to the kindergarten director regularly each week and by conferences of primary teachers and kindergarten supervisor.

A scientific study of children in industry, thru a bureau established by private funds, is now under way. Already highly significant results have been secured, and it is not beyond the possibility of truth to state that the final results will be the most significant contribution to the study of child labor yet made in this country. The latest phase of this work is a placement bureau, established in January, which

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THE CINCINNATI SCHOOL AUTHORITIES.

Members of the Board of Education (Seated from left to right): Samuel Ach, Miss Anna Laws, Dr. J. M. Withrow, Miss Edith Campbell, A. E. Mittendorf, James Fisk. Standing: Charles Handman, Business Manager, and Dr. Randall J. Condon, Superintendent.

# The Cincinnati Convention

Former President William Howard Taft will be the leading speaker at the convention of the Department of Superintendence for 1915 which will meet at Cincinnati, O., Feb. 23-26. In connection with the meetings of the Department there will be three sessions of the National Council of Education, two sessions of the Department of Normal Schools, four sessions of the Commission on the Reorganization of Secondary Education, and a number of sessions of fifteen minor independent educational associations.

The citizens of Cincinnati, thru a committee of twenty-five have made unusual preparations for the entertainment of the Department. The general sessions will be held in the Cincinnati Music Hall, and minor sessions will be held in the Woodward High School and the Guilford School. The Hotel Gibson and the Hotel Sinton, on Fourth St., will be, jointly, the headquarters for the Association. The registration will be taken in the Gibson, and the convention halls of both hotels will be used for sectional meetings, round tables, etc.

The first attempt of the National Education Association at a systematized commercial exhibit was made in St. Paul. It is proposed that Cincinnati present a second exhibition which, it is confidently expected, will be of great interest and value to the visiting schoolmen. The conditions at Cincinnati for an adequate exhibit are nearly perfect, and the experience of the managers of the St. Paul display will be utilized in full.

A special feature of the convention will be a May Festival Concert given by the May Festival Association and the Symphony Orchestra Association of Cincinnati to the Department of Superintendence. In addition to the full festival choruses and orchestra, over 7,000 children will take part in the concert. The singing of the children is a regular feature of the Cincinnati



Former President, WILLIAM HOWARD TAFT,  
Speaker at the Department of Superintendence.

nati May Festival Concerts which have been held every two years since they were inaugurated in 1873, under the leadership of Theodore Thomas.

## Railway Rates.

While no definite announcement of railroad rates has been made up to the time of going to press, it is stated that rates equal to those obtained for Richmond will prevail for the convention. In general, the rates will vary from one and one-half cents per mile to two cents per mile, except from the extreme West. It is not likely that certificate conditions will be attached to the tickets so that every superintendent may know exactly what his ticket will cost in advance. In some cases party rates will be available. It is urged by the executive officers

of the Association that superintendents confer at an early date with their local ticket agent so as to gain the benefits of the lowest possible rates.

A complete list of hotels has been printed in the N. E. A. Bulletin and may be had upon request from Secretary Springer, Ann Arbor. The local arrangements are in the hands of Mr. Edward D. Roberts Assistant Superintendent of the Cincinnati schools. Mr. Roberts will be glad to answer inquiries in advance of the convention. The commercial exhibits will be in charge of Mr. C. E. Hoyt, Chicago, Ill.

The preliminary program which has been prepared by President Henry Snyder, is as follows:

*Tuesday, February 23, 8 P. M.*

## Invocation.

*Address of Welcome*—Hon. Frank B. Willis, Governor of Ohio.

*Response*—Supt. F. B. Dyer, Boston, Mass.

*Address: The Trap*—Pres. William L. Bryan, Indiana University, Bloomington, Ind.

*Wednesday, February 24, 9:30 A. M.*

*The Protection of Professional Interests*—Charles H. Judd, University of Chicago, Chicago, Ill.

*School Books—Educationally, Commercially, Politically*—A. E. Winship, Editor Journal of Education, Boston, Mass.

*The Training of Teachers: The Normal School*—Pres. Bruce Payne, Peabody College for Teachers, Nashville, Tenn.

*The Training of Rural Teachers*—State Supt. Fred L. Keeler, Lansing, Mich.

*The Training of Teachers in Service*—State Commissioner Calvin N. Kendall, Trenton, N. J.

*The Training of Superintendents*—Carroll G. Pearce, Milwaukee, Wis.

*A State School System for Industrial and Social Efficiency*—Arthur D. Dean, Albany, N. Y.

*Wednesday, February 24, 2 P. M.*

*The Evolution of the Training of the Worker in Industry*—Charles A. Prosser, Secretary National Society for the Promotion of Industrial Education, New York, N. Y.

*The Study of Occupations as a Part of the Program of Vocational Education*—Charles H. Winslow, United States Bureau of Labor, Washington, D. C.

*Continuation School Work in Wisconsin*—R. L. Cooley, Milwaukee, Wis.

*Vocational Training for Women*—Pres. Laura Drake G'ill, College for Women, Sewanee, Tenn.

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## The Convention of the Department of Superintendence

By HENRY SNYDER, President

THE meeting of the Department of Superintendence of the National Education Association which is to be held February 23-26, this year, at Cincinnati, offers unusual advantages to all who are interested in educational progress. The papers read and discussions held give information conveniently and quickly regarding educational aims, methods, and practices in vogue in all parts of the country. It offers exceptional opportunities for personal conferences between those interested in the schools, whose work lies in widely separated localities, and thus acts as a clearing house for the exchange of educational experiences and ideas. It furnishes the stimulus and the occasion to visit and inspect educational institutions away from home. This year it will, in particular, give opportunity to study the schools of Cincinnati, which are noteworthy in many respects. To all who attend, it gives confirmation and encouragement in the satisfactory work they are doing, sure indication as to the lines in which educational progress is advancing, and inspiration to follow these lines with greater zeal and confidence.

It has been my effort to make the meeting of distinct value to those who are responsible for the administration of the schools. I have, accordingly, included in the program some topics which are familiar, but which involve extremely practical problems, always urgently demanding fresh solutions, and other timely topics which involve problems of more recent origin and reflect later development of educational thought and practice, all of which embrace controversial features whose discussion must be interesting and profitable.

The meeting of this Department is the great school meeting of the year whose inspiring influence radiates instantly to the remotest school districts of our country and is quickly witnessed in the improvement of the schools and their standards and in the ardor and confidence of those who administer them.

Every school district should, therefore, insist that its superintendent and supervisory officers attend the meeting and, as their attendance accrues directly to its own advantage, should make such financial provision as may be necessary to render their attendance possible.

# HEATING AND VENTILATION

D. D. Kimball, President American Society of Heating and Ventilating Engineers,  
Member New York State Commission on Ventilation.

(Conclusion)

## Kinds of Systems.

Many methods have been used in the installation of ventilation equipment for school buildings. These may be generally classified as follows:

1. Natural ventilation. This term may be properly applied to only open air schoolrooms without artificial heat or ventilation; and to

2. Direct radiator systems, in which direct radiators are used for heating and dependence for ventilation is placed upon the use of windows.

3. Direct-indirect radiator systems, in which the air supply for the rooms is secured by means of small openings directly back of and under the radiators for the passage of air from the outside into the room thru the radiator.

4a. Gravity indirect system, without accelerated exhaust. In this system the air enters the building thru basement windows or other openings and passes over indirect radiators located at, or near, the base of flues connecting to the schoolrooms, the heating effect of the indirect radiators being depended upon to maintain the air supply to the schoolrooms. No provision is made to assure the exhaust of vitiated air in this system.

4b. Gravity indirect system, with accelerating radiators in the vent flues to assure the exhaust of the vitiated air.

Direct radiators are customarily, but not necessarily, used in connection with these gravity systems.

5a. Single fan systems, with no accelerating radiators in the vent flues.

5b. Single fan systems, with accelerating radiators in the vent flues.

In connection with these systems, direct radiators are customarily, but not necessarily, used.

6. Double fan systems, with no direct radiators in the classrooms.

7. Double fan systems, with direct radiators in the classrooms, often referred to as the "split system."

The direct-indirect method of air supply is most inefficient and unsatisfactory. Under the best weather conditions only, that is, with the wind blowing directly against the outside opening, will any air pass thru the opening and radiator into the room, and even then the air supply will be sufficient only for two pupils per radiator. Under other than the most favorable conditions no air is supplied by such a system. The increased size of the radiator necessary for the heating of the air results in over-heating the room during much of the time. This system may be combined with some form of an exhaust system to remove the heated and vitiated air, but the efficiency of the exhaust system is seriously lessened because of the small air supply secured thru the direct-indirect radiators.

Natural ventilation has been discussed above. Gravity ventilation, often confused with natural ventilation, is seriously objectionable in that its operation depends wholly upon outside atmospheric conditions. It is customary to design such systems on an assumed difference of 40 degrees between the outdoor temperature and the desired room temperature; that is, if 68 degrees is desired in the schoolroom 28 degrees is assumed as the outside temperature. When the outside temperature is less than 28 degrees an increased volume of air is provided by the gravity ventilating system, but when the outside temperature is above 28 degrees less than the intended amount of air is delivered by the gravity ventilating system. Inasmuch as the outside temperature is above 28 degrees for the greater portion of the heating season the gravity ventilating system fails to maintain the supply of air at the intended standard much of the time. Because ventilation is most needed in mild weather, this becomes a serious defect.

Any system of ventilation which is without means of making positive the exhaust of vitiated air, that is, ventilating systems without either accelerating radiators in the vent flues or ex-

haust fans, are seriously deficient because the removal of exhaust of the vitiated air is not assured. Very often in such systems this exhaust of the vitiated air fails entirely; in any case it proves to be variable in amount, and sometimes back draughts of cold air down the vent flues into the classrooms become serious. The use of accelerating radiators in the vent flues is subject to the same objection as has been applied above to the gravity systems of ventilation. They are wholly dependent upon atmospheric conditions, are often troublesome, and the cost of exhausting the vitiated air by this means is from four to ten times as great as the cost of exhausting the same amount of air by means of motor driven exhaust fans, the exact ratio depending upon the prevailing cost of fuel and electric current. Because of the fact that the cost of the fuel used in making the steam condensed in the accelerating radiators cannot be separated from the fuel used in heating a building, the cost of operating the gravity exhaust system is not known to the school board and so passes unnoticed, while the less cost of the electric current used in operating motors driving the exhaust fans, is carefully scrutinized and often harshly criticized by the board.

Every heating and ventilating engineer will agree that the most efficient and economical method of supplying and exhausting the air required for school buildings is that of using fans for both the supply and exhaust of air used in ventilating. Whether the fans should be driven by steam engines, electric motors, gas engines, or water motors will depend entirely upon local conditions. The use of electric motors has the advantage of simplicity and ease of management, requires less skill and meets with the most favor.

## Direct Radiation.

The use of direct radiators in all portions of the school building, except in the classrooms, is practically universal. There is some difference of opinion as to the wisdom of the use of radiators in the classrooms, but this is now generally conceded as wise and is in general practice. Without radiators in the classrooms the air supplied for ventilating purposes must be heated to a temperature ranging from 100 to 130 degrees and this is regarded as most undesirable. Further, the best results in heating and ventilating work are obtained when the heating and ventilating work of the plant are separate features thereof. The direct radiators provide for greater economy in operation, in that they serve the purpose of heating the building before the period of its occupancy, and they permit of the continued warming of the building after school hours for the use of the teachers or detained pupils. By some authorities the radiant heat from the radiators is regarded as beneficial but this is open to serious doubt.

Some designers install sufficient radiation in the rooms to maintain a temperature of 70 degrees in zero weather independent of the operation of the ventilating plant. This is seriously objectionable in that it places in the classroom too large heating units which cool off so slowly as to increase the temperature of the room after the radiator valves have been closed, and the large radiators heat up too slowly when steam is admitted. These large radiators also involve large concentrated heat areas which affect the nearby pupils and are otherwise objectionable. The best method provides for the use of only such an amount of direct radiation as will equalize or balance the heat losses thru the windows and exterior walls. This radiation should be divided into two or more small units distributed along the outside walls, preferably under the windows where they are most efficient in counteracting the cooling effect of the windows and outside walls, and where they are less likely to interfere with the use of the blackboards. It is desirable also that these radiators should be supported from the walls by means of brackets, with three inches between wall and radiator and five

inches between the bottom of radiator and the floor. The radiator so located can be readily cleaned on all sides, as can the floor under the radiator.

## Boilers.

The type of boilers to be used depends entirely upon the size of the building. Only the largest of buildings warrant the use of water tube boilers. Even in such cases the horizontal return fire tube boilers will be just as safe and economical and less expensive. Fire box boilers have many advantages for medium sized school buildings.

Cast iron sectional boilers, if of ample capacity, are satisfactory for small buildings. If combined with indirect blast coils special care must be exercised to see that the height from the water line in the boiler room to the bottom of the heating coils is not less than four feet.

Fire box and cast iron sectional boilers are now made with double grates, the upper grate being a water grate and the lower grate of the usual type. These boilers are known as "down-draught" smokeless boilers, and are designed for the smokeless combustion of soft coal. They have proven very efficient, both in smoke prevention and in the economical use of fuel.

The general details of equipment and piping in school building heating and ventilating plants are very generally understood and will not be discussed here.

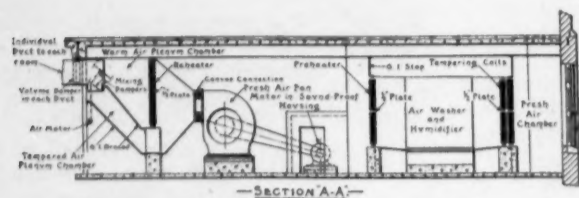
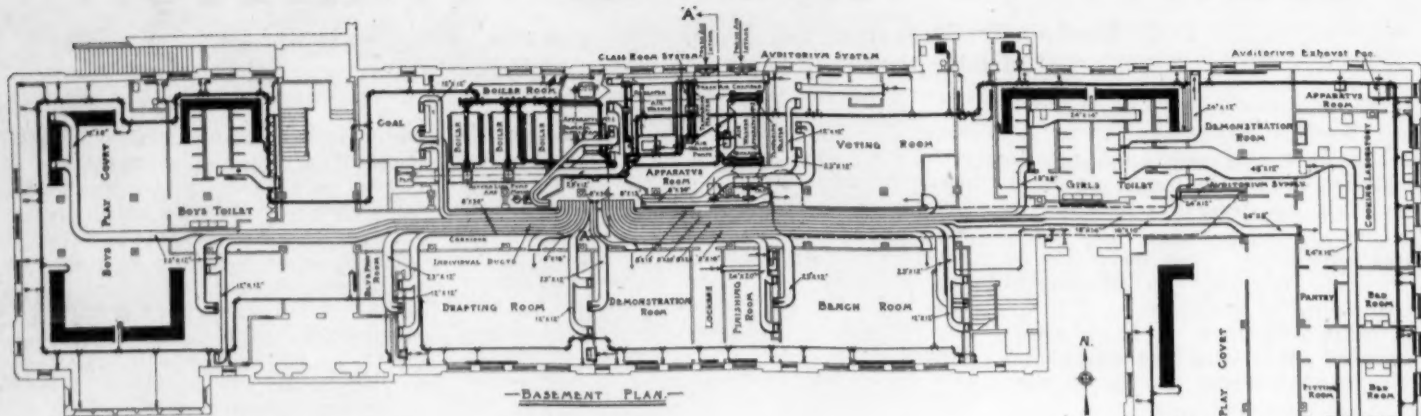
## Piping Systems.

A separate system of steam piping should be installed for the direct radiators and for the indirect radiators or air heaters. This method will make possible the shutting off of all of the direct radiators in mild weather during the hours of occupancy.

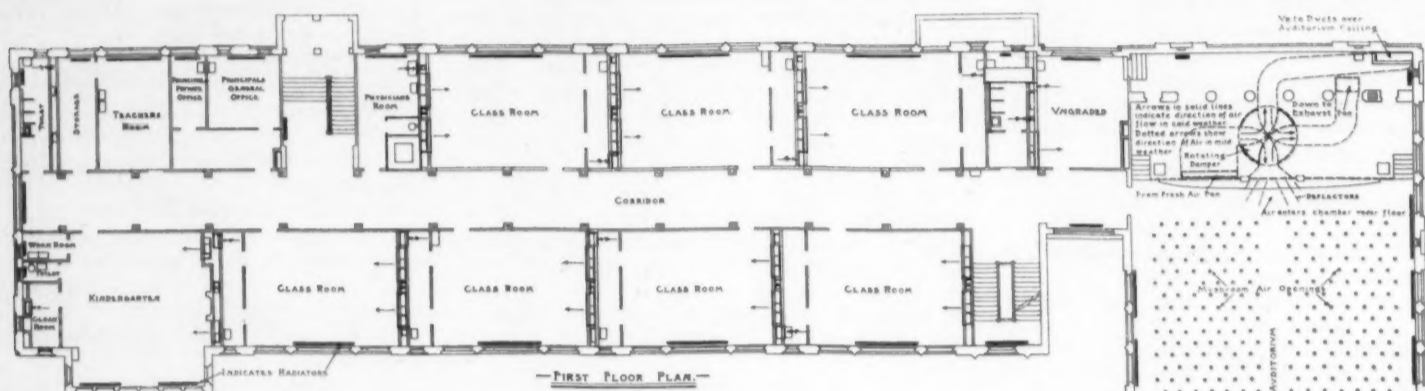
The recent developments in vapor, atmospheric, modulating, and vacuum systems, as applied to school buildings, makes the use thereof highly desirable. By means of such systems the amount of steam admitted to each radiator can be moderated to meet exactly the demand for heat as influenced by the outdoor temperature. This overcomes the most serious objection to the steam heating system. Heretofore when the least heat was required, as in mild weather, the radiator valve was opened and the radiator was completely filled with steam, thus liberating into the room as much heat as would be required in zero weather. In these new systems only such an amount of steam is admitted to the radiator as is required to supply the heat necessary to maintain the desired temperature. These systems also have the further advantage of eliminating the use of air valves, which are a constant source of trouble.

The vapor systems are applicable to small buildings, but they require the use of radiators of very nearly the size required in hot water heating systems, while the atmospheric, modulating and vacuum systems require no larger radiators than do the old style gravity heating systems. These systems are applicable to buildings of all sizes. These systems all require special type of valves on the return end of the radiator and on the supply end of the radiator a special type of modulating or fractional steam admission valve is used. The increased cost of such systems is very slight (usually not over two to four per cent of the cost of the old style gravity systems). There are available many makes of valves applicable to such systems. The vacuum system involves the use of a vacuum pump, which is an inexpensive and simple device. In small buildings it may be operated by an electric motor. The saving of the cost of the air valves, with the further saving made possible by a reduction in the size of the return piping system and its insulation, will go far towards covering the extra cost of the modulating and vacuum valves.

If systems involving the use of air valves are used these air valves should be of the drip line type only, with drip lines to basement outlet.



HEATING AND VENTILATING PLAN.  
FOR  
THE WILLIAM H. MCKELVEY SCHOOL BUILDING.  
BEDFORD AVE. AT ERIK ST.  
PITTSBURGH, PA.  
CARLTON STROGGS ARCHITECT.  
R. D. KIMBALL CO. ENGINEERS, NEW YORK CITY.



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**Air Intake.**

The source of air intake for the building should be such that the air will be free of any contaminating odors and dust. If the point of intake is surrounded by a well grassed lawn, and especially if air washers are used, little objection can be made to taking the air in at the grade level, but it should never be taken in at grade level off a street or play-court. The taking of the air from the roof level is to be commended. Possibly the best practice is to take the air from a level midway between the ground and roof, but not less than twenty feet above the ground, as the air will often be found freer of dust at this level than at the roof.

**Indirect Radiation.**

If a gravity system of ventilation is to be used the usual type of cast iron indirect radiators will be found satisfactory. In connection with fan systems of air supply the pipe coils specially made for the purpose, or the cast iron vento radiation, may be used. The methods of applying these heaters are varied and depend upon the building conditions.

**Fans.**

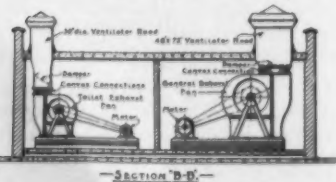
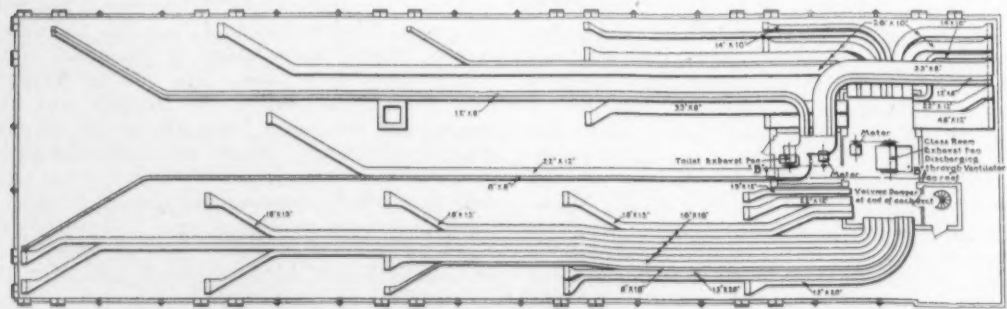
Many types of fans are available for supplying and exhausting the air to and from school buildings. The most generally used, and the most satisfactory, are the steel plate fans. These may be either of the "paddle-wheel" type or of the new Multiblade pattern, the latter having the advantage of occupying less space and being more efficient in the consumption of electric current. The disc pattern and cone type fans should rarely be used and only where the air velocities and resistances existing are very low, inasmuch as this type of fan is capable of overcoming but a very limited resistance. Only in the smallest of school buildings should they be used.

The installation of a number of small fan units is much preferable to the use of a less number of large fans. The installation and operation of the smaller units involve less complication in design and operation; a small system is always easier understood by the janitor, and a number of small plants rather than a single large plant will always be found a more flexible and satisfactory arrangement. Usually a sufficient saving in the cost of duct work is made to offset the slightly increased cost of a number of small units over the cost of a less number of large units. The use of small units permits of the distribution of same about the building in such a way as to involve less interference with the building construction and use of the basement.

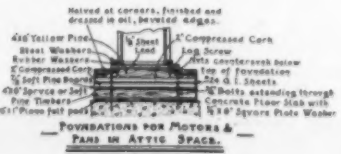
The fresh air fans are generally placed in the basement, and the exhaust fans are usually placed in the attic space or in pent houses on the roof, altho they, too, may be placed in the basement.

**Air Washers.**

Relatively few school ventilating plants include air washers, altho the proportion of new buildings which are so equipped is rapidly increasing. This is as it should be for the air washer has many advantages. It cleanses the air from dust and bacteria, making it cleaner than it can possibly otherwise be made and it makes possible the humidification of the air in the most efficient manner. The best types of air washers (those seven and nine feet long) make possible a limited amount of cooling in hot weather. Air washers are infinitely preferable to cloth screens of any type, inasmuch as they are much more efficient and more easily cared for. They are not complicated devices



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## COST DATA ON SCHOOL BUILDINGS

COST DATA ON SCHOOL BUILDINGS																																			
BUILDING	DATE	CUMULATIVE	SQ. FT. OF FLOOR AREA	NO. OF OCC. PLANTS	COST OF BUILDING			COST OF HEAT & VENT.			COST OF ELECT. STST.			COST OF B. LIGHT & FIXT.			COST OF PLUMBING			COST OF VAC. CLEAN.			COST OF ELEVATORS			PERCENTAGE CONTRACTS BEAR TO TOTAL COST OF BUILDING									
					TOTAL	PER. CUMULATIVE	PER. CUMULATIVE	TOTAL	PER. CUMULATIVE	PER. CUMULATIVE	TOTAL	PER. CUMULATIVE	PER. CUMULATIVE	TOTAL	PER. CUMULATIVE	PER. CUMULATIVE	TOTAL	PER. CUMULATIVE	PER. CUMULATIVE	TOTAL	PER. CUMULATIVE	PER. CUMULATIVE	TOTAL	PER. CUMULATIVE	PER. CUMULATIVE	PER. CUMULATIVE	PER. CUMULATIVE	PER. CUMULATIVE	PER. CUMULATIVE	PER. CUMULATIVE	PER. CUMULATIVE	PER. CUMULATIVE			
WATT SCHOOL PITTSBURGH, PA.	1915	1,070,000	62,630	700	202,908	189	3.24	28985	28,993	027	463	1142	5575	005	009	796	10400	01	166	1486	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
WASHINGTON SCH. E. ORANGE, N.J.	1914	375,000	480	480	86,652	237	0470	10400	027	2170	1735	004	361	1000	0027	208	3518	009	733	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
WYN H. MC KEVEY PITTSBURGH, PA.	1915	1,055,265	53,460	700	227,254	215	4.25	5016	28,949	027	542	1136	5990	006	112	856	13575	013	254	1939	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
COO SCH. GREENWICH, CONN.	1915	491,759	27,265	554	78,500	159	2.89	1433	26,537	022	466	9791	1400	002	051	252	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
JAS E. ROGERS PITTSBURGH, PA.	1915	1,197,000	56,675	700	233,613	195	4.12	3373	26,537	022	466	9791	5560	005	098	794	13800	012	244	1971	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
WETHERFIELD AVE. HARTFORD, CONN.	1915	975,500	53,280	600	190,275	195	3.57	31700	29,850	03	56	4975	6842	007	128	1140	12214	013	229	369	1328	001	025	221	—	—	—	—	—	—	—	—	—	—	
CLAYSTONE PITTSBURGH, PA.	1915	590,000	35,366	437	149,100	253	4.21	3411	14,960	025	423	5423	5370	007	095	771	8270	04	234	1890	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
DUNWORTH GRADE PITTSBURGH, PA.	1915	992,000	52,790	700	211,953	214	4.01	30280	22,673	023	43	3239	5135	0052	097	731	11632	012	217	200	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
FRONTCLAIR H.S. FRONTCLAIR, N.J.	1915	212,500	125,461	1500	424,010	20	3.37	35334	54,500	026	433	4542	3100	004	072	758	15000	007	119	1290	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
ELIZABETH H.S. ELIZABETH, N.J.	1915	1,662,700	102,356	1200	333,000	20	3.25	27350	34,949	021	341	2913	8822	0053	086	733	24567	014	24	2047	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
BRIDGEPORT H.S. BRIDGEPORT, CONN.	1915	201,600	117,693	1040	400,000	198	3.40	29460	41,000	02	349	3942	6680	0035	057	643	15095	009	158	1836	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
FRIDGEMAN H.S. PITTSBURGH, CONN.	1915	1,082,223	11,500	165,141	152	4.36	26,800	024	2330	1780	007	626	2400	002	218	6910	006	600	1,151	001	021	100	—	—	—	—	—	—	—	—	—	—	—	—	
ALBANY H.S. ALBANY, N.Y.	1915	211,400	140,400	1218	595,262	28	4.22	48006	67,156	032	461	3514	34468	0158	023	207	4000	002	082	736	27775	013	197	2280	—	—	—	—	—	—	—	—	—	—	
MT. VERNON H.S. MT. VERNON, N.J.	1914	1,267,300	805	252,874	185	3.412	32,091	024	3986	6,500	006	807	—	—	—	—	14,500	0106	1801	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
SOUTH SHORE H.S. NEWARK, N.J.	1913	1,800,000	100,600	1200	336,000	186	3.34	28000	53,000	029	526	4916	13775	0077	157	1148	3825	0021	318	12,000	011	1000	2100	002	175	—	—	—	—	—	—	—	—	—	
ST. LOUIS H.S. ST. LOUIS, MO.	1913	376,000	183,500	2300	666,000	177	3.63	26640	136,281	036	743	5452	21800	0058	119	872	25,000	0066	136	1000	4550	001	026	194	2500	0007	015	100	20.5	32	3.7	73	37		
GREENWICH H.S. GREENWICH, N.Y.	1913	534,500	24,000	3000	784,954	146	3.66	26170	97,527	019	456	3231	30,000	0056	14	1000	21,000	0039	098	700	1600	0003	007	53	—	—	—	—	—	—	—	—	—		
SCHENCK H.S. PITTSBURGH, PA.	1913	450,000	26,330	1800	970,126	216	3.66	58990	150,863	033	568	2881	39900	006	135	1994	42,265	0094	159	2348	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
H.S. OF COMMERCE SPRINGFIELD, MASS.	1913	319,500	19,500	1600	663,444	208	3.40	4450	92,744	029	476	5796	25,517	006	151	1595	32,000	01	164	2000	1700	0005	008	105	—	—	—	—	—	—	—	—	—		
NEW DESPOND H.S. NEW DESPOND, N.Y.	1913	145,000	13,500	1200	481,222	332	5.14	40103	42,300	029	452	3225	10969	0076	117	944	34,753	084	372	2896	3200	002	034	266	—	—	—	—	—	—	—	—	—		
H.S. OF PRACTICANT BOSTON, MASS.	1913	1,222,900	68,250	1000	300,850	246	4.41	30085	23,590	019	343	2339	22,346	018	327	2338	14,926	012	219	1493	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
BATON H.S. BATON, MASS.	1913	658,600	39,450	500	95,745	145	2.43	19830	14,490	022	367	2836	2,250	0034	057	450	4,460	0063	114	896	900	001	023	180	—	—	—	—	—	—	—	—	—		
SALEM H.S. SALEM, N.J.	1913	352,464	367	60,520	171	161.69	7,900	022	2152	986	002	270	2,105	005	575	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
WYCKOFF SCHOOL FRANKLIN, N.J.	1913	443,858	450	58,797	132	100.66	6,872	015	1527	1,247	002	227	2,496	005	554	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
PAIDLEHEAD H.S. PAIDLEHEAD, MASS.	1913	583,600	36,850	300	107,013	163	2.90	35630	12,764	022	347	4261	5311	009	144	1770	7,100	012	193	2367	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
WATFORD H.S. WATFORD, CONN.	1913	1,888,000	88,880	1000	419,082	222	4.66	49008	68,382	036	76	6836	9530	005	106	995	14,150	005	157	1415	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
CENTRAL H.S. NEWARK, N.J.	1911	268,300	14,00	571,000	213	407.86	50,848	019	3632	—	—	—	3200	0012	228	22,222	008	1589	1667	001	178	—	—	—	—	—	—	—	—	—	—	—	—	—	
PAST SIDE H.S. NEWARK, N.J.	1911	1,074,000	600	249,883	232	40.47	31,738	03	5237	12,664	012	2077	2691	0025	448	12,785	012	2130	1347	001	224	—	—	—	—	—	—	—	—	—	—	—	—	—	
NEWARK, N.J.	1912	1,148,000	560	247,077	215	44.21	30,770	027	5494	52,000	005	928	4,587	004	819	7843	007	1400	1014	001	181	—	—	—	—	—	—	—	—	—	—	—	—	—	
CLEVELAND, N.J.	1912	1,164,000	1665	241,222	207	44.26	27,840	024	1606	40,986	004	246	1280	0016	113	6990	006	419	1062	001	06	—	—	—	—	—	—	—	—	—	—	—	—	—	
BRIDGE, N.J.	1911	682,600	770	115,556	169	160.49	14,240	021	1862	22,97	003	298	1470	0021	190	4085	006	536	998	001	130	—	—	—	—	—	—	—	—	—	—	—	—	—	
WESTER, N.J.	1911	687,000	720	122,860	178	170.64	13,400	02	1861	24,15	004	335	1590	0023	220	6250	009	668	1,100	002	152	—	—	—	—	—	—	—	—	—	—	—	—	—	
NEWTON, N.J.	1911	769,000	1035	140,973	183	136.21	14,450	018	1400	2623	003	253	1665	0021	160	5987	006	579	1000	001	90	—	—	—	—	—	—	—	—	—	—	—	—	—	
PRINCINE, N.J.	1911	592,700	630	105,343	178	162.1	11,793	012	1872	2598	004	412	1430	0024	220	4490	008	711	1,164	002	184	—	—	—	—	—	—	—	—	—	—	—	—	—	
WEST SIDE, N.J.	1911	670,000	765	115,092	171	150.45	12,600	019	1040	2690	004	351	1450	0021	189	4980	007	651	969	001	126	—	—	—	—	—	—	—	—	—	—	—	—	—	
LAFFAYETTE, N.J.	1910	550,200	675	125,313	228	256.6	14,592	027	2161	2534	005	375	—	—	—	5018	009	713	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		

## COST DATA ON SCHOOL BUILDINGS IN WHICH THE AUTHOR INSTALLED HEATING AND VENTILATING SYSTEMS.

and are easily understood and operated by a janitor of ordinary intelligence. The cost of their installation adds but approximately ten per cent to the cost of the heating and ventilating installation in small school buildings and this increase in cost drops to five per cent in large school buildings. The cost of operation is very slight, as the same water is used over and over by means of a circulating pump for periods of one week to one month at a time, with only a slight amount of water added each day to make up for that evaporated; and the cost of electricity required to operate the motor driving the water circulating pump is small. The period of time during which the same water may be used over and over, depends upon the quality of the outside air.

## Humidification.

It is the author's opinion that the use of the air washer increases the efficiency of the ventilating plant by not less than twenty-five per cent. It is greatly to be regretted that a more general use is not made thereof. The desirability of clean, humidified air for the pupils in the schoolroom would seem to be so apparent as to demand the use of the air washers in every school building.

Another method of bringing about the artificial humidification of schoolrooms consists of an evaporating pan placed in the warm air chamber. This pan contains water in which is submerged a steam coil, the purpose of the latter being to evaporate the water, the vapor being liberated into the air passing thru the chamber to the schoolrooms. Attached to this tank is a float chamber automatically regulating the supply of water to replace that which is evaporated. The degree of humidification, in this case, as in the case of the air washer, is automatically controlled by means of a pneumatically operated humidostat, very similar in operation to the thermostats used for temperature regulation.

The practice of producing artificial humidification by means of injecting steam directly into the air duct meets with very little favor, principally for the reason that in the majority of cases this method will produce an odor which

is objectionable. The same objection applies to the method of spraying water on the steam air heaters, by which it is evaporated. The expense of artificial humidification is not affected by the method used.

## Duct Systems.

In general, four methods are in use for distributing the air from the air heaters to the classrooms.

The first of these is incidental to the gravity system only

# THE TEACHERS' BOARDING PLACE

Miss Mary B. Flemington, Ellendale, N. D.



"No school is better than the teacher makes it or worse than the teacher allows it to become." "Good schools of any kind are secured only thru good teachers—teachers of ability and character; and we can have good teachers only by giving to the teachers' calling—dignity, security, independence, proper financial and social rewards and reasonable insurance against sickness and old age." These statements by leading educators are very true: the teacher is the vital, all-important requisite for a good school.

Students of our present school conditions have asked repeatedly, "Why can't we get better teachers in rural districts? Why have we so many tramp teachers?"

If these questions are studied fairly and conditions investigated fearlessly, I believe the student is led to see that the home or place of abode provided for the teacher in many districts is such that the best teachers refuse to live under the conditions which exist at their boarding places. Lack of proper boarding place for the teacher is, in many communities, the only and fundamental reason why the school is in a backward, starved condition. Salary of teacher or equipment of school building, cannot off-set this great handicap.

The matter of better living conditions for the teacher is a problem worthy of study by those interested in school betterment. This problem exists not only in the country but in towns and villages. In one town of over two thousand inhabitants one teacher paid, last year, \$15 per month for a room and \$6 and even \$7 per week for board. Almost nothing can be saved by the teacher if she must pay such exorbitant prices. In talking with teachers in towns of this size, concerning their living conditions, they name the following as some of the difficulties:

"We have no place to entertain friends but must stay in our rooms."

"We have no normal home life, as we are excluded from the family circle."

"The best homes are not open to us."

"Life out of the schoolroom when teaching is just existence, not living."

It would be well to state here that this paper is intended for School Officers rather than for teachers. It must be conceded that some teachers have abused the privilege in homes which have been given them. But I do not believe these cases are the rules.

## The Small Town Problem.

The small town problem is perhaps the most serious of all. The best homes are usually closed to the teacher as domestic help is scarce. The village hotel often is the only place and ordinarily, it is not a fit place for the teacher. Too many of our teachers are young, inexperienced women and have not yet developed the discretion or strength of character to live in the atmosphere of the ordinary village hotel and not incur criticism. Card-playing in the lobby is common, sometimes there is a pool room, a barber-shop or a little store in connection, and the hotel is the town loafing place. Too often,

the teacher is lonely, her room is cold, she lacks the protection of a home, and she steps almost unconsciously into habits which the public do not approve of, at least, in a teacher. In one small village, I know of, for five successive years, at least one of the two teachers hired has had her reputation questioned before the end of the school year. Young men of the town are rivals for the teacher's company and jealousy has led to circulating stories which usually were false but which were a detriment to the young woman and her work.

Ideally the teacher in such a community should be a leader, an inspiration, an example but neither young men or young women of culture, refinement and experience can be hired to live in many villages under the standard of living conditions which the village offers.

## In the Rural Districts.

The problem from the country standpoint is the most far reaching, as the big majority of the teachers work in the rural districts. Some districts have little or no trouble in securing good teachers; they combine a good salary with a comfortable country home, and there the teacher is made one of the family. But in many districts, the best homes refuse to be "bothered with the teacher" or, if the district be settled with foreigners or be very poor, the teacher can find no place really fit to live in. In our foreign communities we must have good teachers if we are ever going to make good citizens out of the rising generation and yet some schools have never had a teacher who could even get a certificate to teach. The food, habits of life and standards are so different that it is impossible for a good teacher to keep her health and remain.

In rural communities settled by Americans, many difficulties face almost every teacher as regards her boarding place. It is hard to discipline, in school, the children at whose home the teacher stays if the parents are lax. School difficulties are discussed at the table by the parents and children; the parents often passing on the teacher's ability or decisions, before the children. The teacher must take the responsibility of getting herself and the children to school on time in the morning. The teacher has a cold room and no place to study, she often must share her room and even her bed with one or two members of the family. The houses are poorly ventilated, many of them screw on the storm windows with no ventilating openings in the fall, for all winter. The food is often heavy and greasy, intended for the men who do outside work. These, with exposure in all kinds of weather, and many other hardships face the rural teacher who must live at some home near the school she is hired to teach. Concrete examples, stories of brave, unselfish young men and women working under almost impossible living conditions can be found by the hundreds in every county of the State. A letter recently sent out by the Bureau of Education at Washington shows these problems exist in practically every state.

## The Teacherage.

What solution have we to offer? What conclusions may be drawn from studying the facts? Certainly conditions need changing, the public needs to be awakened to this fundamental cause of inefficient rural schools. There is a solution, I believe, where consolidated schools exist. Mrs. Percy V. Pennybacker, President of the General Federation of Women's Clubs, says, "If the preacher is entitled to a parsonage, why is not the teacher entitled to a 'teacherage'—a home adjoining or close by the school where she can live in comfort and where she can have a settled feeling?" In North Dakota, at least 22 teacherages now exist in connection with consolidated schools. There the principal and his wife, if he be a married man, may live and offer a home to the other teachers; or the teachers may secure a competent housekeeper. The majority of the homes for teachers in North Dakota, have been made by moving together two of the old school-houses, closed by consolidation, and remodeling them to make a comfortable home. In other cases, a new dwelling has been erected. At least ten acres of land should be included in the school premises, and on this, a man or woman could raise a garden, live the entire year in the neighborhood and make the school truly the social and intellectual center of the community.

The consolidated school, with the teacherage, is surely the solution of the rural school problem. But consolidation comes slowly. We still have, and will have for years to come, many one-room schools. What can be done for these schools? When we consider the school in poor or foreign neighborhoods, I have no solution to offer unless we change our system of school financing and administration. These children need the very best schools and I have a vision of schools given them, similar to our best consolidated schools, supported by the wealthier parts of the county or state until the community has been educated to demand and pay for such schools itself. All along the line of school improvement, we need the public aroused and educated. Campaigns to inform and arouse people to demand better things must precede the securing of any far reaching results. When a community sees their need of a well trained teacher as a leader in the community as well as an example and guide for the children, then a way will be found to properly house the teacher. The best homes will be opened, or if there is not a comfortable home near the school, an addition to the school or a separate building can be built to afford a warm, convenient place in which the teacher may live and study, and render to the community a maximum service.

The evening schools of Rochester, N. Y., have an enrollment of 6,548 for the winter season of 1914-15. The schools are conducted in thirteen buildings, including two high schools and two vocational schools. Particular attention is paid in the classes to the common school subjects, to physical training, to English for foreigners, to household economics, to trade subjects, to preparation for civil service and to courses for technical workers.

# ILLEGAL EXPENDITURES OF SCHOOL MONEY

Harry R. Trusler, A. M., LL. B.

In order to be legal the expenditure of school money must be for a public purpose; more than that, it must be for a school purpose; and, furthermore, it must be for such a school purpose as the disbursing officials are authorized to spend money to promote. Each of these three principles are important, and failure to comply with any one of them invalidates the expenditure of public money in the interest of the schools.

Public money cannot be used for private purposes; hence it has been held that the legislature cannot provide university scholarships for needy students. Money devoted to school purposes obviously cannot be used for any other; hence, under certain circumstances, it has been denied that the traveling expenses of school officers can be paid out of school funds. Moreover, the purposes for which school officers may spend money are generally if not always enumerated by statute; the purposes that are expressed exclude all others, and general authority to spend money for the school is by construction kept within the limits established by the authority particularly expressed; hence, for example, free textbooks cannot be supplied by school officers without express legislative authority.

An effort has been made to collect the different examples of the illegal expenditure of school money as decided by the courts. In some of them close questions have been decided, and future decisions may not always exactly follow them. Liberal extracts from the decisions have been given, however, in order that the general legal principles guiding the courts may be kept in mind for the future solution of similar problems.

## Traveling Expenses of School Officials.

May the clerk and members of the board of education of a city, who have attended an annual convention of the National Education Association, be paid out of the school fund under a statutory provision authorizing the board of education "to defray the contingent expenses of the board"? This question was raised by a taxpayer of the city of Syracuse, New York, who sued to restrain the payment by the board of education of the aforesaid expenses. The Appellate Division of the Supreme Court of New York in 1900 held that such payment was unauthorized (52 N. Y. App. Div. 579, 66 N. Y. Supp. Rep. 165).

On behalf of the board it was said that the city charter authorized the board to expend the school fund "to defray the contingent expenses of the board." What these contingent expenses shall be is largely a matter of discretion. Thus, if the members deem it wise and for the interest of the schools to send delegates to this or any other convention, they are at liberty to do so and charge the amount paid therefor as a contingent expense.

In reply the referee said: "The board of education is a body having such powers only as are conferred upon it by statute, either expressly or by implication. Its function is the supervision and control of the school system of the city. It is allowed to make such payments as may be needed for the support and maintenance

of this system. That is the very object and purpose to which each of the expenditures expressly authorized is directed. When, therefore, in connection with them, a general phrase in regard to contingent expenses is used it must be construed with reference to the rest of the provisions with which it appears. The contingent expenses which the board may pay are expenses relating to the school system of the city, incurred for its benefit, necessary for its maintenance. Here the authority of the board stops, and this is the test by which such a payment as the one at issue must be measured.

"Yet a rigid rule may not be laid down. The courts will not inquire too curiously as to just what payments are for the benefit of the schools. The board is given a wise discretion. Where there is room for difference of opinion; where it can fairly be seen that a given expenditure may tend to promote the purposes for which the board is organized, then its judgment is final. Thus undoubtedly there may be occasions which would authorize the payment of traveling expenses. Each case must stand by itself. But one principle is clear. When an expenditure is not directed to the support of the school system; when there is no palpable connection between the object to be attained thereby and the object for which the board exists, then it is unauthorized. The connection must be direct; it must be clear; it cannot be merely fanciful, or one to be deduced by strained or far-fetched reasoning.

"In the case at bar the idea of the board seems to be that the presence of the commissioners and their clerk at Los Angeles would tend to make them more useful officers; to better fit them for their duties, and that in this way the schools would be benefited. I cannot hold that this is enough. The broadening of the mental faculties that results from travel and attrition of mind on mind is well known. Still the advantages to cities are too indirect to justify on this ground journeys of their officers at the public expense. Nor may a municipal board use the public funds held by it in trust for the education of its members or employees. No action short of legislation can render such a proceeding valid.

"As the journey to Los Angeles, therefore, is not found to be directly connected with the duties which the board and their clerk were chosen to perform, the plaintiff must succeed in this action. In such cases there is always a certain amount of hardship involved. Payments have been made in reliance upon the supposed authority of board or council, yet it is well that the lesson of caution in handling public funds should be learned. It is important that all municipal officials should realize the danger of expenses not made clearly and directly for the public benefit."

## Trustees as School Book Dealers.

Has a board of education power to purchase textbooks and sell them to pupils at wholesale prices under statutory authority "to sell and convey real and personal property as the interests of the school require," and to make by-laws relative "to the regulation of schools, the books to be used therein, and anything whatever that may advance the interests of education, the good government and prosperity of the free schools in said city, and the welfare of the public concerning the same"? This question was raised by a suit restraining the board from buying and selling books as aforesaid, the bill being filed by the attorney general upon the relation of two taxpayers of Detroit, Michigan, who were interested in retaining the book business for themselves. In 1913 the Supreme Court

of Michigan affirmed a decree granting the injunction (45 L. R. A. N. S. 972).

The board claimed that under the broad language of the statute it was justified in dealing in textbooks by the following circumstances. There were then in Detroit some 5500 high-school students, the number increasing at the rate of 500 annually. The number of dealers in school books had decreased from five to two. A large majority of pupils resided at considerable distances from the book stores, and the journey going and coming from six of the seven high schools to the book stores was five miles long. Moreover the books were not always obtainable when wanted, the prices charged were excessive, and it was thus possible for the board to buy and sell books so as to effect for the students a considerable saving of time and money.

In holding that the above circumstances were immaterial the court said: "Altho in general terms powers may be broadly given, the character of the corporation itself and the purposes for which it was created supply limitations in view of which the language employed must be read. Powers could not be conferred in broader terms than are found in the section of the act referred to. And yet it is apparent that the power to make by-laws and ordinances is variously limited. When read with the specific enumeration of powers conferred in the act, the very universality of the grant is itself a limitation of the grant.

"It may be admitted that this general grant of power takes on a meaning today and has an effect, which could not have been contemplated by the legislature which enacted the law. Manual-training schools and domestic-science schools are examples of comparative newly approved departures in methods of public-school training. Lumber and flour, glue and condiments, are materials which must now be purchased by the school board along with chalk and globes and maps. Having power to prescribe the courses of study, the board has authority undoubtedly to provide the means necessary for pursuing the courses.

"We are impressed, however, that the grant we are considering was not intended to empower the board of education of the city of Detroit to do everything whatever that may advance the interests of education in the city of Detroit, but only such things as it may do without changing its character as a board of education; without, for example, assuming the character of a commercial or trading corporation. Otherwise the activities of the board may occupy the almost limitless field of ascertaining and correcting influences and conditions which retard the interests of education. The reasons which are urged in support of the exercise of greater powers than are herein indicated should be urged upon the legislature."

## Statutory Authority to Sell Books.

Have school directors power to contract with booksellers to sell books to scholars at cost and to pay them for their trouble out of school money under a statute authorizing directors to buy and sell books to students at cost and to select persons to keep the same for sale? This question was raised by a taxpayer of the district, who sued to restrain the board from paying the booksellers according to its contract. The Supreme Court of Iowa in 1905 held that the directors had no authority to make such a contract and could make no payments thereunder (103 N. W. 346).

Assuming to exercise statutory authority the directors had made contracts with two booksellers in Iowa City by which they agreed to

\*NOTE—This is one of a series of articles which will be published in book form with the title, "Law in Its Relation to Schools and Teachers."

The abbreviations of states within parentheses in this article refer to state reports. Other abbreviations used are: Am. Dec.—American Decisions; Am. Rep.—American Reports; Am. St. Rep.—American State Reports. Atl.—Atlantic Reporter; Cyc.—Cyclopaedia of Law; L. R. A.—Lawyers' Reports Annotated; L. R. A. N. S.—Lawyers' Reports Annotated New Series; N. E.—Northeastern Reporter; N. W.—Northwestern Reporter; Pac.—Pacific Reporter; So.—Southern Reporter; S. E.—Southeastern Reporter; S. W.—Southwestern Reporter.

pay to one of them \$200 per year, and to another \$225 per year, for selling the textbooks specified by the board at the cost price; the books to be procured from the publishers under arrangements made by the board as to the prices at which they should be furnished.

"The statutory plan," said the court, "is for the school board, if it sees fit to do so, to contract for and buy books, to keep the same for sale to scholars at cost, and to select one or more persons to have charge of the sale of such books. Without doubt, as incident to the employment of such agents, the board has implied power to pay them a compensation for their services. But unless there is occasion to employ such agents—that is, unless the board has bought books and is keeping them for sale to scholars at cost—there is no occasion, and therefore no authority, for employing such agents.

"Now the method pursued by the defendant board was a wholly different one from that authorized by the statute. It did not advertise for bids or receive competitive bids. It did not purchase any books. It did not provide for the keeping of any books purchased for sale to scholars; but, on the contrary, it arranged with the publishers of certain books that the books should be supplied to scholars at specified prices, and contracted with booksellers that they should, in consideration of annual payments to be paid to them by the board by way of compensation, sell these books, without additional cost, to such scholars as should desire to purchase them.

"The testimony of the booksellers shows that they ordered books from the publishers at their own discretion, in accordance with notice from the superintendent as to the number of books of each kind which would probably be needed, and that they paid for them out of their own funds, and that the proceeds of the sale of the books thus ordered were treated as any other funds derived by them from the sale of books in their business. It is not pretended that the board made any contract by which books were to be furnished by the publishers to the board and paid for by it out of the contingent fund. Perhaps the plan adopted by the board was a more satisfactory plan than that contemplated by the statute. The fact, nevertheless, remains that the school board did not in any respect attempt to exercise the authority given it by statute to purchase books for sale to scholars at cost; and therefore it had no authority to contract with persons for the sale of such books, for it had no such books for sale."

As typical of the standpoint of the courts in viewing the action of the school boards, this case is highly instructive. The lesson is timely, because schoolmen are constantly securing by legislation new powers for school officials, who should take care to exercise them in accordance with the reasoning of the law. Caution is necessary. A school board is a corporation of limited powers, either expressly or impliedly conferred, and "any fair doubt as to the existence of a power is to be resolved against its existence." If the board depends for its authority upon a specific statute, "it must exercise such power in accordance with the provisions of the statute." Here, for example, if the school board of Iowa City had bought the textbooks, after advertising for bids in accordance with the statute, it then undoubtedly might have employed regular booksellers, living within the county and giving bond as required by the statute, to act as its agents "to keep the same for sale."

#### Free Books for Poor Children.

Has the school board in the absence of express legislative authority the right to furnish free textbooks to the children of indigent parents? This question was touched upon in a case where taxpayers of Chicago, Illinois, sought to restrain the board of education of that city from distributing textbooks for the free use of all the

pupils of the first four grades without reference to whether the parents of said children were financially able at their own cost to supply their children with necessary books. The circuit court enjoined the board from distributing said books, except such as might be supplied to children of indigent parents, and in 1903 the Illinois Appellate Court affirmed this decree.

Plainly declaring that without express authority the board could not furnish free textbooks to the children of parents financially able to buy them, the court uttered the following dictum, from which it might be inferred that school boards without express authority may furnish them to children of indigent parents: "The case of supplying textbooks to children of parents too poor to buy them differs, if not in principle, certainly in reason and degree radically from the case of furnishing textbooks free to the children of wealthy parents." Referring to the constitutional provision that "the General Assembly shall provide a thoro and efficient system of free schools, whereby all the children of this state may receive a good common school education," the court observed: "It may be said that the behests of the constitution cannot be complied with if the children of the very poor are not supplied with free textbooks. The same thing could not be said if the children of the wealthy were not supplied with free school books."

That this distinction has been deemed important is evidenced by the fact that in this case the parties securing the injunction against the board of education did not seek to have it cover the case of free books to the children of poor parents, and consequently the board was allowed to supply them free to such pupils, as it had been doing for some years before this suit. Nevertheless, it is doubtful whether this distinction would be maintained by many of the courts. It is far-fetched. If school boards have the inherent power to furnish free books to poor students in order to carry out "the behests of the constitution," why have they been denied the inherent power to buy and sell books at cost or to furnish free transportation? The constitutional provision referred to is not self-executing. The state has a school system, not by virtue of the constitution, but by virtue of the statutes passed agreeable thereto. Thus trustees, who derive their office solely from the statutes, must look to them and not to the constitution for the scope and content for their authority. Considering the inherent power of school boards to furnish free textbooks, other courts have used general language not indicating the above distinction. "It has never been claimed, so far as we are aware," said the Michigan court, "that school boards have the power to furnish free textbooks, except by virtue of special legislation" (45 N. W. 585).

#### Meaning of Educational Appliances.

May the trustees of school townships purchase books for the use of students individually under statutory authority to "suitable houses, furniture, apparatus and other articles and educational appliances necessary for the thoro organization and efficient management of the schools?" This question was raised by an action against the trustees by the sellers to recover the price of books sold. In 1889 the Supreme Court of Indiana held the school township not liable for books, because the trustees had no authority under the above statute to buy them, altho they were received and used under their direction (21 N. E. 747).

The books purchased were 75 copies of Monteith's Popular Science Readers, designed to give the pupils a change in reading exercises. Said the court: "If the trustee has the authority to purchase this class of books he may purchase any other readers, spelling books, or any other class of textbooks. This may be the

proper system for our state to adopt, but the trustees cannot pursue such a course and bind the township without some further legislation on the subject."

Admitting that the authority of the trustees had been upheld when they had purchased Webster's Dictionaries (59 Ind. 534) or Monteith's Maps (55 Ind. 136), the court said: "Blackboards, charts, maps, tellurions, and dictionaries are a class of articles, apparatus and books which are not required for each individual scholar, but one of each would be sufficient, in most instances, for the whole school, and could be used by the teacher in giving instruction to the pupils. No person being required to furnish such common property for the benefit of the whole school, they can only be supplied by the trustees. The authority certainly cannot be extended to the right of purchasing general textbooks for the use of each of the individual pupils."

Illustrating the principle under consideration, it has been held that a school trustee, under this same Indiana statute, cannot buy reading-circle books and render the township liable for them (46 N. E. 832). "A school trustee," said the court, "has no official connection with the 'Young People's Reading Circle' and is not charged with any duty in relation thereto. \* \* A reading-circle library is not necessary for the thoro organization and efficient management of the common schools." For the same reason a trustee cannot buy library cases for the books of the reading-circle, and a warrant issued therefor is void (48 N. E. 256).

Approving this Indiana doctrine, the West Virginia Supreme Court of Appeals, in considering what may come under the head of school appliances, said: "It must not be a school book in disguise. This is vitally important, for the opening for the sale of school books in the United States is so large, and the pressure brought to bear to make sales so great, that it seems to be almost irresistible, and quasi-school books are gradually creeping in under the name of appliances. They must not only be genuine appliances, but they must be shown to be suitable and reasonably necessary for the use of the schools, for the board has no authority to buy any appliance which is not suitable and necessary; for example, an appliance or apparatus suitable to some branch of learning not required to be taught" (32 L. R. A. 413).

#### Expenditures in Aid of Common Schools.

Can the legislature constitutionally direct the superintendent of public instruction to purchase a volume of historical sketches of the state for each school district not by its trustees rejecting it, payment for the same to be made from money permitted by the constitution to be used "in aid of common schools, but for no other purpose?" This question was raised by a county school commissioner, who sued for a mandamus to compel the state superintendent to countersign his draft for the sums withheld for the purchase of said book for the schools of his county. It was decided in 1874 by the Kentucky Court of Appeals that such a use of school money, required to be applied in aid of the common schools only, was unconstitutional (11 Bush-Ky.-74).

Had the statute been upheld it would have resulted in withdrawing about \$20,000 from the common school fund for the purchase of Colin's Historical Sketches of Kentucky at \$4 per volume. It was insisted that the legislature might appropriate this money for such objects as it deemed proper, provided only that they were not clearly of such a character as would not be in any sense or degree in aid of common schools, and that the courts could not interfere to defeat the legislative will unless the purchase

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ILLUSTRATION NO. 1. CASH JOURNAL, PAYROLL SHEET AND TEACHERS' RECORD CARD.

The Accountant's Time is an important factor in administration. By the use of a specially devised Cash Journal the old style Cash Book and Voucher Record were done away with. Bank accounts are represented by the "Fund" columns, against which Vouchers are entered as issued, and at the same time charged to appropriate columns representing controlling Ledger Accounts. Fig. "B" is the pay roll sheet recording time service of teachers at the various schools. Check numbers are placed after amounts due. Fig. "C" is a record card, listed alphabetically by schools. When a teacher is added, or transferred to another school, a notation is made on her card when it is transferred to its appropriate school in the files.

## Some Accounting Aids to Administration

Melvin Rice

There are two well known kinds of problems in the administration of public school systems; namely, those of business management, and those pertaining to educational control. Efficiency in these aspects depends in a great measure upon the methods and devices by which the ordinary affairs of the respective offices are conducted.

In the smaller operations, official, or administrative thinking reveals itself, and forms the basis upon which the character, or efficiency of the plant, or institution is judged by the public. Business executives understand that administrative weakness, which is indefensible in institutions where public funds are administered, is likewise conducive to disaster in private enterprises.

Five years ago, in a city which operated 33 school buildings, individual ledger accounts were kept with 400 teachers. The accounts were credited with salaries when due, and charged when they were paid. Ledger accounts were also kept with merchants, and with all sorts of things and persons. Merchants were paid by checks, which were entered on old style stub check books, and in due time transferred to the credit side of an old-style cash book. Teachers were paid in cash, and charged thru the cash book in the same way.

By the installation of a modern system of accounting, personal accounts in the ledger were done away with. Salaries are now paid by individual checks drawn against a "Pay Roll" fund in bank, transferred from the General Revenue (Tax) fund, to cover the total amount of monthly salaries. Pay roll sheets, listing the teachers employed in the various schools are placed in a binder, and the totals recapitulated and passed thru a "Cash Journal," and distributed, as other expenditures, in accordance with a scheme of controlling ledger accounts. The

ILLUSTRATION NO. 2. PURCHASE SYSTEM.

Scientific purchasing is a recognized essential of business, and applies with equal force to both private and public institutions. As an aid to administration a system was devised whereby purchases were systematically recorded and made readily accessible. Fig. "A" is used to record the pertinent facts of purchases. Each is numbered to correspond with numbers on document files in which original contract, bids, etc., are jacketed. Purchases are recorded by subjects and filed alphabetically. Card "E" is an index by contractors, used to facilitate quick reference.

ILLUSTRATION NO. 3. SUNDRY FORMS.

In this photograph are represented specially devised forms recently adopted for facilitating the transaction of the details of school business. Fig. "F" is designed to furnish individual members of the board transcripts of minutes. It is printed on onion skin paper, and perforated to fit the flexible back leather binder. Fig. "G" is a similar sheet printed preferably on differently colored paper, which keeps before members all matters that have been referred to committees, etc. A marginal space is left for notations as matters are reported on at subsequent meetings. Fig. "H" provides members with a program, or schedule of business matters to be presented to the meeting, having been received by the secretary. Programs are made up in advance of meetings. Separate programs are prepared by the superintendent, and other administrative officers. Figures "I" and "J" represent store room distribution sheets, upon which are recorded supplies sent from the store room to the various schools. Charges are made direct from requisitions, which are filled by the storekeeper, upon authority of the secretary. Fig. "K" is the pay roll sheet shown on photograph No. 2. Teachers' names are listed by principals of each school, together with record of service, etc. These are sent to secretary's office where extensions are made, and salary checks issued. Pay rolls are compiled and placed in a binder. Fig. "L" is a teacher's record card kept in the files in the superintendent's office. Original papers concerning teachers are filed numerically in document files. Fig. "M" represents secretary's pay roll record card. These are arranged by schools by means of guide cards. The size of this card is 5 by 3 inches.

monthly pay roll is recapitulated something like this:

Principals and Teachers.....	\$24,561.30
School Commissioners .....	220.00
Superintendents .....	528.00
Secretary's Office .....	295.00
Janitors .....	2,400.00
Supervising Teachers .....	505.00
<b>Total Salary Accounts.....</b>	<b>\$28,509.30</b>

As these items were charged but once each month, the distributions were made thru the "Sundry Accounts" column in the Cash Journal.

In one year, \$800,000 had been spent under contracts for buildings and for general operation purposes, but no comparative cost records were kept. The administration failed to profit by experiences of the past in the matter of buying for the reason that no attempt had been

made to systematize administrative records, or to bring the system within a general scheme of organized control consequently, with respect to business affairs, the satisfactory solution of administrative problems was impossible.

Educational results were materially affected by the methods of business control, the fundamental purpose of which was to facilitate instruction by providing all the essentials of business management, which embraced such matters

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OPERATING ROOM, SCHOOL DENTAL CLINIC IN ERIE, PA. (See Page 70)



DOCTORS, NURSES, AND FIRST PATIENTS OF THE ERIE SCHOOL DENTAL CLINIC

# SPANKING AS A FINE ART

Being Some Merry Slaps at the Ancient and Joyous Pastime of Spanking

Clarence H. Le Vitt, Chicago, Ill.

*Flick-em, flap-em, over the knee,  
Say, thank you, good dame, for whipping of me.*

Spanking as a fine art will soon be but a memory. The sound of the youngster's loud tremolo, with its barrel-stave obligato, is heard no more in the land. Mr. Spank has long since passed over, and Mrs. Spank has developed a "charley horse" in her good right arm. Spankology will presently take its place as a dog-eared volume in the musty archives of archaeology.

The name and address of the first spankist is lost in the dim daybreak of yesterday. The loud yell of the first spankee is but a muffled echo, and we cannot be sure whether it is a feminine pianissimo or a shrill masculine profundo that strikes our ears.

Everybody must admit that spanking is as old as sin and that, in the past, all children between the ages of two and seventeen, have spent a large part of their time over the knees of their mothers. The rabbis interpret "the woman gave him of the tree" to mean that Eve gave Adam a primitive lacing.

The first honest-true, hope-to-die spankist that there is any record of is Toilus, who taught Homer the rhythm and poetry of spanking as he knew it. Maybe that is the reason that Homer, when he grew up, wrote such a spanking good epic—this is just offered as a suggestion; you may take it for what it's worth. Savants of the pathology of spanking might say, right here, that the blindness of the poet was caused by an overdose of the medicine. It may be added, as an interesting coincident, that Milton, the last to be spanked by the universities, also became blind. You will have to take the word of Samuel Johnson for this, altho it is whispered that Sam, himself, was the one who appeared in the grand finale and received the unguentum baculinum (stick-ointment).

If the Egyptians indulged in the sport, the mummies show no marks of it that you can observe; we can only see their faces however. Undoubtedly Egyptian mothers must have had some outlet for their pent-up energies while pater Setimus was away from home digging canals or building pyramids.

Art is of two kinds; the fine and the practical. Spanking did not rise to the plane of a fine art until Roman times. Before this, the practical side of the art had been developed by thoughtful mothers in the kitchen or in the wood-shed. So long as spanking was confined to such lowly places as these, it could not expect to rub shoulders with painting, poetry and music. When spanking was moved to the parlor, then did it come to its own and assume its proper relation in the world.

It was left for the Romans to discover the great, unexplored possibilities of the sport. Here the ladies were far more adept in the various ramifications of the art than the men. Milady's boudoir always had a ferula placed next to her powder box; a whip was invariably a part of its decorations. So popular did the pastime become that the dancing master and even the gladiator had to play second fiddle to the whip sleight-of-hand-man. Teaching the intricacies of the art became one of the learned professions. The various professors vied with each other in demonstrations of their methods and in showing the grace and sang froid with which their graduates could execute parabolas and loop-the-loops in the air with their flagella, and at the same time, administer an artistic lacing to the patient from knee cap to collar bone.

When a house-maid applied to a Roman matron for a position, some of the questions asked of her were: "Do you enjoy being whipped? Do you enter into the spirit of the diversion with enthusiastic abandon?" The slightest pretext was made the occasion for an application of unguentum baculinum. If Domina happened to be irritated or nervous, she

found an outlet by summoning her maid and announcing to her, "Augustina, my nose displeases me, bring me the whip." Then Augustina knew what was coming, and going to the whip museum, selected the lightest and softest in the lot.

The men of Rome always claimed that to maintain a well regulated household, the ladies in it should be whipped occasionally. It is said that an old Roman senator had a wife full of bad temper. He asked the oracle what should be done with a garment that had moths in it. "Dust it" said the oracle. "And," added the senator, "I have a wife who is full of nasty temper; should she not be treated in a similar way?" "To be sure," was the reply, "dust her daily."

## Modes and Origins.

Later in the history of the spanking world, the S. D.'s (spank doctors) were having a great ado about the proper place to apply the medicine. One school of spankists did not believe in hitting below the belt; they were devotees of sursum disciplina (upper discipline). Another cult pleaded long and loudly for deorsum disciplina (lower discipline). The latter claimed that striking above the belt was injurious to the eyes. Both schools were agreed that a blow above the collar bone should be declared a foul and the decision given the spankee.

An old Welsh law answers the question, "What is a moderate castigation?" thus: "Three blows with a broomstick on any part of the body except the head."

One of the spank doctors in the University of Paris coined this maxim: "Spank until their proud hearts shall be entirely subdued, and they shall be smoother than oil and softer than a pumpkin." It is not explained whether it is the boy's hide or disposition that is to be made "softer than a pumpkin." Either interpretation is hard on the boy.

All of the later spankists were unanimous in the opinion that the posterior was the proper place for verberations; and all of us will second the motion of one DeLome when he says, "The part on which mankind sits is extremely worthy of esteem."

## Spanking as a Prophylactic.

Until a short time ago, paregoric and the rod were the specifics of childhood: the former during illness, the latter in health. Kidlets were introduced to the rod at a very early age, from the kindest of motives, under the supposition that spanking was good for the little tots; it developed flesh and hardened the skin. Years ago, a famous S. D. had this to say about the benefits derived from unguentum baculinum: "It is a universal specific. It dissolves the precipitating salts, purifies the coagulating humors of the body, clears the brain, and embraces the nerves." We cannot be sure whether spanking is a "dissolver of salts" or not; but there is no doubt in the world that it is the greatest bracer that has ever been devised by man.

In addition to its bracing qualities, it was alleged to be "great stuff" for fattening boys. If little Willie was inclined to be thin and anemic, a soothing application of stick-ointment was administered before and after meals—to be shaken before using and applied ad lib. This, if properly given, never failed to produce the required amount of *embonpoint*. It was claimed that in three months' time the most pronounced and cadaverous "Skinny" could be metamorphosed into a sleek and rotund "Fatty Felix."

"Puppy love" was another ailment that received spank treatment. When 18-year-old Algernon fell head over heels in love with 16-year-old Gwendolyn and "just knew he never could live without her," then did pater families resort to the third degree in spankistry—long form—and smash the amorous arrows of the little God of Love to smithereens.

No less a medical authority than the London "Lancet" asserts that the physiological results

of spankiotomy are four, to-wit,—(1) Direct stimulation of the skin; (2) Shock to the system; (3) Feeling of pain; (4) Spasms of muscles of the back. This interesting and highly scientific contribution to the literature of spankology can be thoroughly appreciated by all past forty—the dangerous age. What one of the older generation can ever forget the "stimulation, shock and feeling of pain" accompanied by "spasms" of their dear old mother's persuader?

## A Spank Artist De Luxe.

In all fields of human activity, there are those who stand head and shoulders above all the rest. Such a man was Doctor Busby of Winchester. The doctor was the greatest "whip" who ever held the reins over a schoolroom. In the joyous annals of spankistry, he stands at the head of his class. Others have spanked their thousands, but he, like David of old, had spanked his tens of thousands. Busby was a thrashing machine incarnate, a human vacuum cleaner par excellence. If art be "the expression of man's joy in his work," then the doctor was surely an artist de luxe, for he loved to spank long and hilariously.

His spanking was accompanied by all the pomp and ceremony that goes with despotism. Two juniors held the honor of rod-makers extraordinary and switch-finders plenipotentiary to his highness. Two others held the position of Gentlemen in Waiting to the Royal Spank-chamber. These two "took the victim up"—that is removed all impediments covering the place to be spanked, after which the patient was snugly ensconced upon "Doc's" left knee, with his face to the East. Busby worked out, or applied an elaborate spank-nomenclature; four cuts was called a scrubbing; six cuts a bibling; and cuts ad infinitum a drubbing.

Some wag said that it was lucky for the Seraphim and Cherubim that they had no nether extremities, or Busby would spank them sure when he entered into paradise.

That "Doc" had a sense of humor is illustrated by this story: "He being one day whipping a boy, the said boy being across his knee, he stood pausing a while over the breech (a painful pause for the boy), and there a merry conceit taking him (Busby), he said: 'I sak the bans of matrimony between this boy's sifter, of such a parish, on the one side; and Lady Birch of parish, on the other side; if any one can show any lawful excuse why they should not be joined together, let him speak, for this is the last time of asking!'" According to the story, a youngster jumped up and cried, "I prohibit the bans." Busby asked why he objected. "Because one of the parties has a holler coming," said the boy. Doc recognized the validity of the objection and the victim escaped for that day.

## A Musical Spankist.

It is refreshing to students of spankology to find each community insisting upon a certain individuality in spank tools. The official medicine at Westminster was three apple twigs "all bound round with a woolen string" half way up; Eton's persuader had three birch twigs and similarly wrapped. On feast days, these were gayly decorated with colored ribbons. But English styles never got north of the Tweed; Scotland's national spanker was called the "taws." It was a long leather strap, cut into little strips, that tickled delightfully.

Kirk, one of the masters of the high school in Edinburgh, was a howling success. He lifted spankistry from a condition of jarring discord and distressing noise to a plane of delightful harmony. He never spanked until there were eight patients ready for treatment; it required that number to run the scale. Then when everything was ready, he would send a note to his colleagues "to come and hear his organ." Standing the eight in a row, he flogged them from A to G, rendering upon his human piano all the

(Continued on Page 76)

Note—School authorities who still believe in the liberal use of corporal punishment may read this article with benefit. It is based upon historical facts.—Editor.



HUNTSVILLE CONSOLIDATED HIGH SCHOOL, HUNTSVILLE, O.  
Mr. Frank L. Packard, Architect, Columbus, O.

## A CONSOLIDATED HIGH SCHOOL

The consolidated high school is one of the newer forms of educational organization in the United States and has brought with it problems in administration which offer few precedents in their solution. The question of housing the consolidated high school is, perhaps, the first difficulty encountered in the formation of such a school, for which there are few principles, proven by experience, to guide school boards and school architects.

The building which forms the subject of this sketch, and which is illustrated in these pages, is one of the earliest consolidated rural high schools to be erected in the North Central States. It is indeed fortunate that in its planning and construction, the school board of Huntsville secured the services of an architect who has had many years of experience in school-house work, and whose originality and thoughtfulness is perhaps unexcelled.

In the planning of the building, every aspect of the project was considered by first obtaining

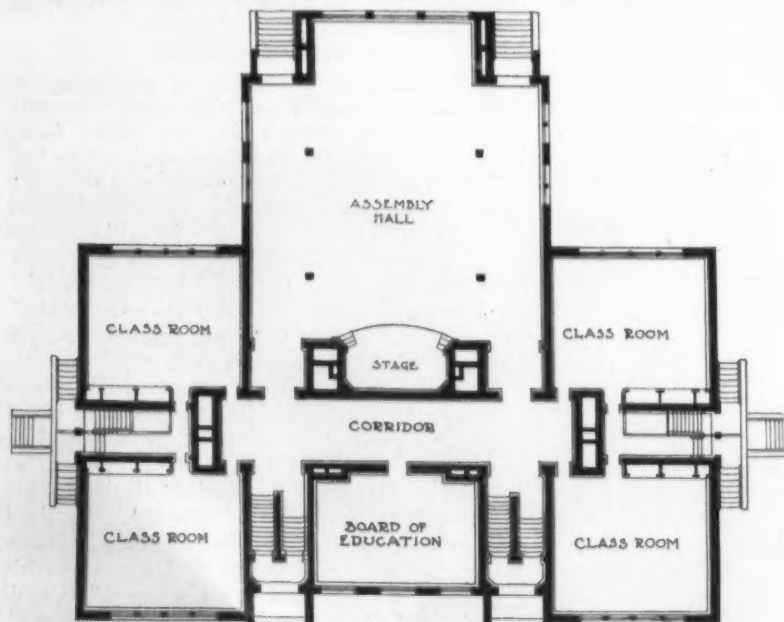
a complete statement of the educational demands and possibilities of the school, as the superintendent and the teachers saw them. This was followed by careful consideration of the financial abilities of the school district, future growth, changes in the social and economic status of the district, etc. The advice of outside educators and of practical men was asked and careful attention was given to the requirements of the Ohio School Building Code, which is stringent in its provisions for safety against fire and panic.

The building occupies a fine location at the top of a hill and is surrounded by large native shade trees which give protection against sun, wind and weather. The building has a total frontage of 109 feet and a depth of approximately 63 feet, exclusive of the assembly hall. The latter extends beyond the rear line of the main building forty feet.

The building has two principal entrances in the front leading to the main corridor in the

basement and on the first floor, and by means of two stairways to the second floor. In addition to these entrances, there are two rear entrances giving access to the assembly hall. To the average architect and school board member, it may appear that the building is blessed with an unusual number of exits and staircases. These latter are required by the Ohio School Building Code, which makes it obligatory that every schoolroom be arranged with an independent fireproof exit, in addition to the usual exit and stairways. The two fireproof stairways in the Huntsville School are splendidly arranged; in fact, they are models for economy in the utilization of space. The fire exits which they afford are vastly superior to the ordinary types of fire escapes, and while they are expensive comparatively, they are at all times perfectly safe and do not detract from the architectural appearance of the building.

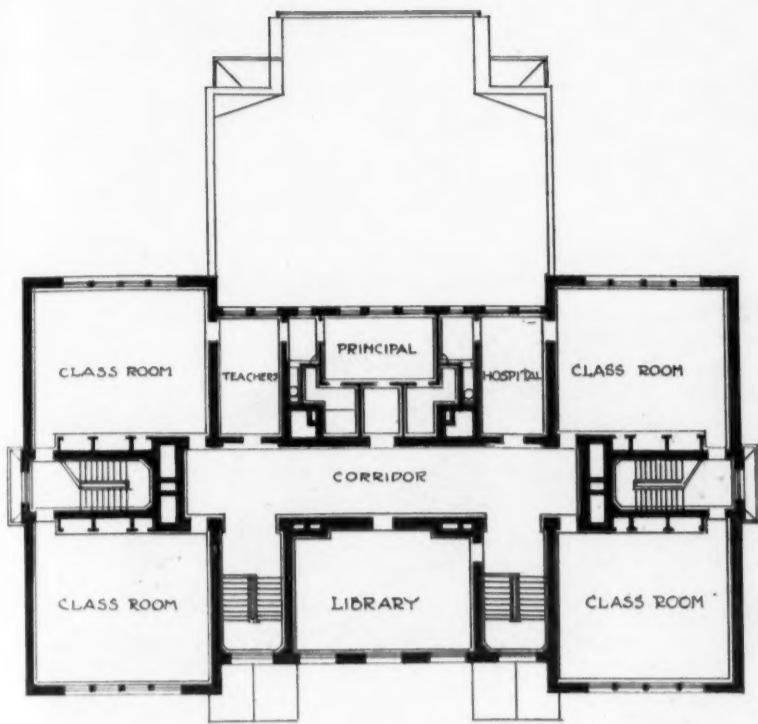
The basement floor of the school is placed well above the ground so that ample window



FIRST FLOOR PLAN



BASEMENT PLAN



SECOND FLOOR PLAN

The plate at the right gives an excellent idea of the fire exits provided by the Ohio School Building Code. The stairway from which it leads is of concrete and steel and gives independent exit from the second and first floor. The lower stair affords similar egress from the basement.



FIRE EXIT, HUNTSVILLE CONSOLIDATED HIGH SCHOOL.

area is provided for the recreation rooms, toilets and gymnasium. The last mentioned room occupies a portion of the space underneath the assembly hall and has average dimensions of 40 by 42 feet. It is lighted from three sides and has a main entrance and two fire exits. In use, it has been found airy and light and entirely satisfactory. The heating apparatus for the building is located in the central portion of the basement. It consists of a mechanical hot-air system.

The first floor contains four standard classrooms, a large meeting and office room for the board of education, and an assembly hall.

The second floor is very similar in arrangement and likewise contains four classrooms. In addition to these, there are a library, a teachers' retiring room, a hospital room, an office for the principal, toilet rooms and supply and record rooms. The classrooms are lighted on the uni-

lateral system and are equipped with built-in sanitary wardrobes.

The construction of the building is described in the Ohio Code as a composite, in that it is partly fireproof and partly of ordinary wood joist work. There are separate and independent exits by means of the fire stairways described above, from the basement, the first floor and the second floor. All of these exit stairways are of concrete and absolutely fireproof and are in no way connected with the regular corridors and staircases. The heater room in the basement and the fuel room, as well as the plenum and air intake, are enclosed with brick walls. The plenum, fuel and heater rooms have in addition, fireproof ceilings.

The accompanying illustrations give a good idea of the pleasing exterior treatment of the building. The outer walls are faced with red brick and are trimmed with Bedford Stone. At

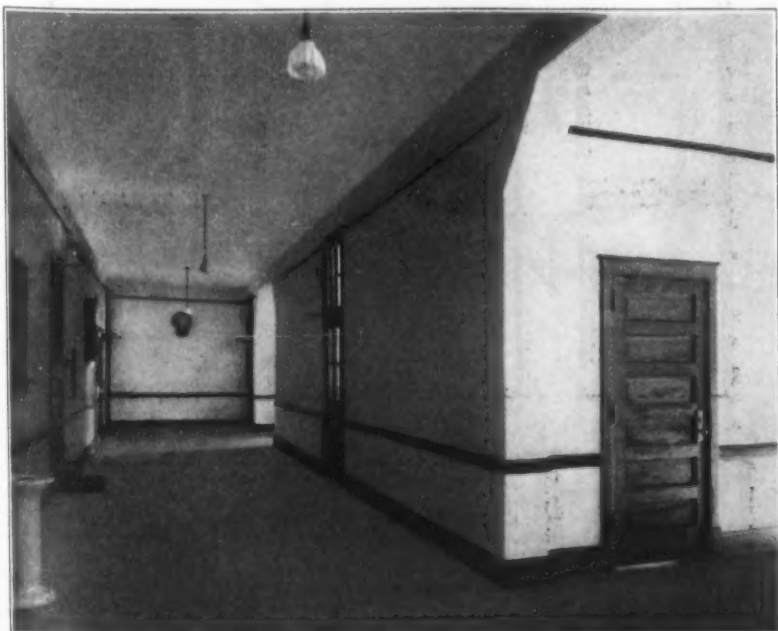
some additional expense, a pitched roof covered with slate, was provided. It is quite evident that the additional cost was well worth the pleasing architectural effect, made possible by the use of the gables.

The water supply for the building is derived from a driven well and is distributed by means of a compressed-air tank and pump.

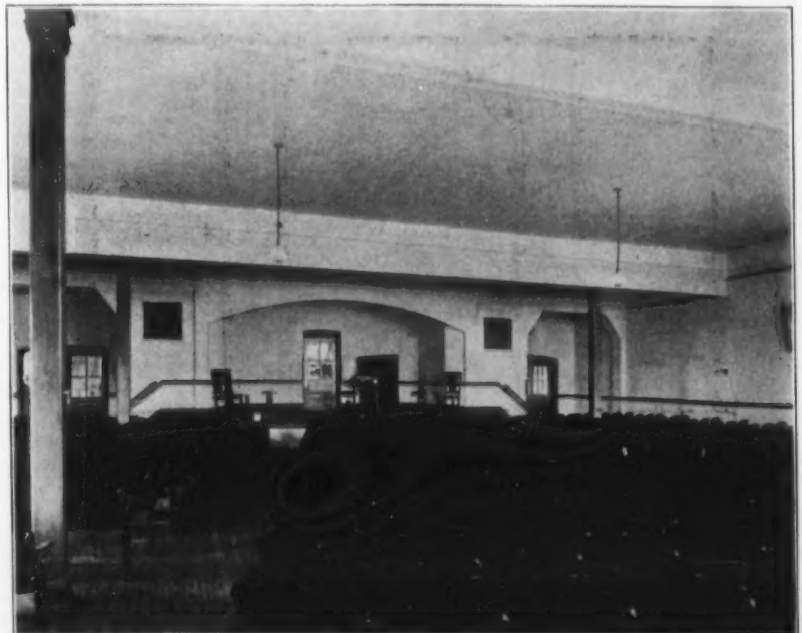
Two gas engines, one 6-h. p. and one 8-h. p., are installed in the basement to furnish power for the water pump, the ventilating fan, the dynamo and manual training machinery.

The building is lighted thruout with electricity.

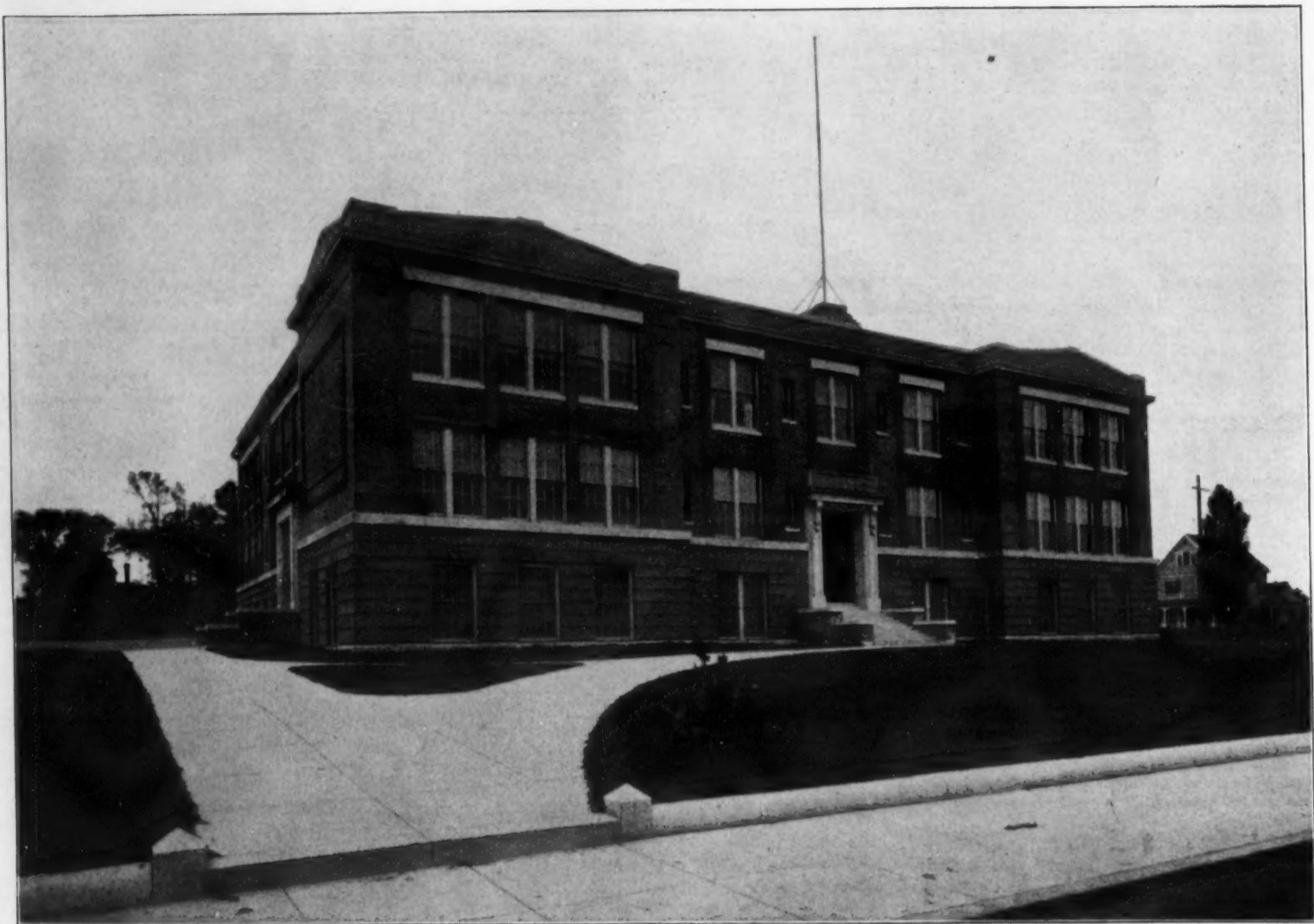
Not the least interesting aspect of the building is the one in which the plan lends itself for use as a social and community center. If desired, the assembly hall can be used independently of the balance of the building. The gym-



CORRIDOR, HUNTSVILLE CONSOLIDATED HIGH SCHOOL.



ASSEMBLY HALL, HUNTSVILLE CONSOLIDATED HIGH SCHOOL.



LORIN L. DAME SCHOOL, MEDFORD, MASS.  
C. B. Dunham, Architect, Boston, Mass.

nasium can likewise be opened without interfering with other activities.

The architect was Mr. Frank L. Packard, Columbus, O.

#### THE LORIN L. DAME SCHOOL.

An interesting example of a city grade-school building designed for a growing neighborhood is the Lorin L. Dame School at Medford, Mass. The accompanying illustrations show the building as completed at present to contain twelve classrooms, an assembly hall, sewing and manual training rooms and a laboratory. When the community requires additional space, the number of classrooms will be increased to eighteen

and the corridor will surround the assembly hall on all four sides.

The building contains in the basement, a large gymnasium which serves as a playroom, a manual training room, an elementary science laboratory, toilet rooms and space for the heating apparatus.

The twelve standard classrooms on the first and second floors, measure 24 by 32 by 12 feet each and are seated for 48 students. Coat rooms, storage closets and bookcases are provided for each classroom.

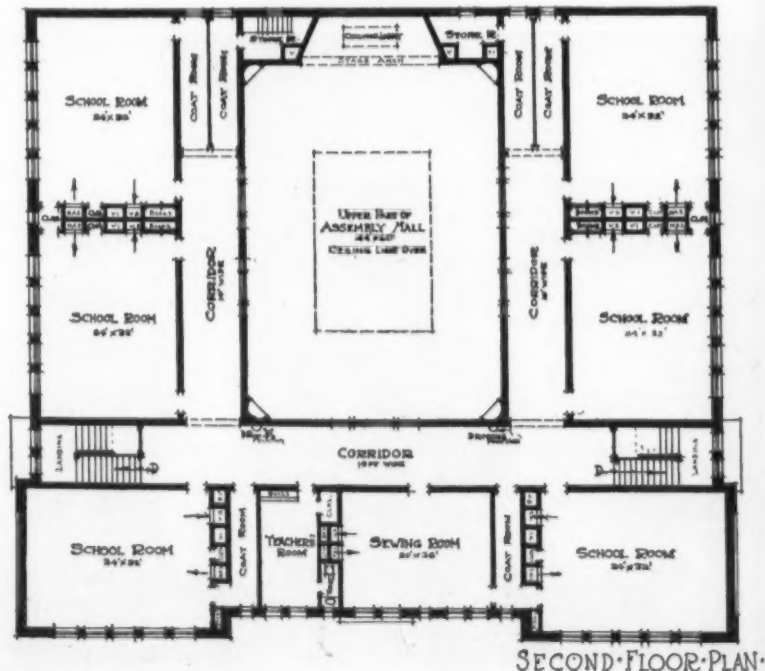
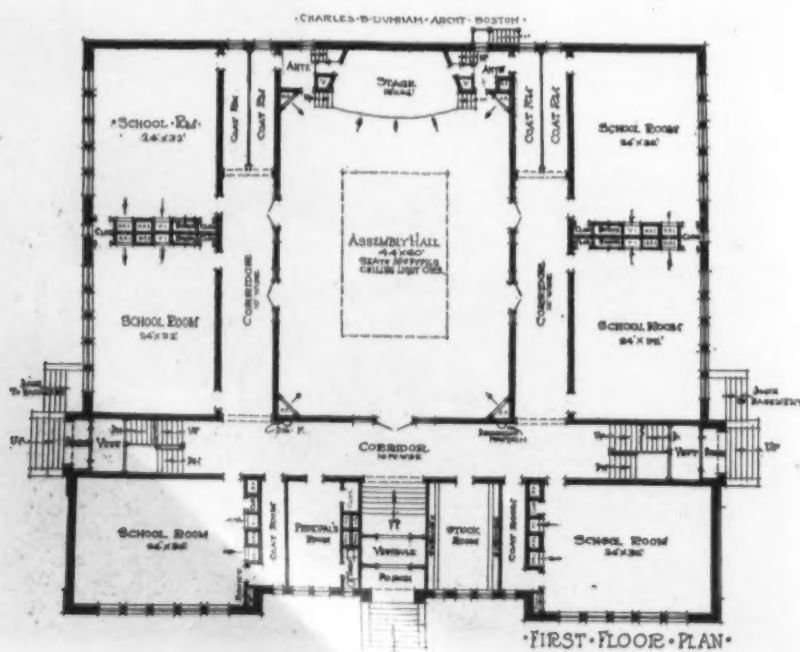
The assembly hall extends thru the two upper stories and is lighted by means of a large ceiling light. It will seat 500 children.

The building is heated and ventilated by a direct-indirect steam gravity system. Automatic temperature regulation is provided.

The structure is semi-fireproof and is finished in simple, permanent materials. The classrooms have hardwood floors and are trimmed in ash.

The exterior is very simple and straightforward, expressing very clearly the purposes and plan of the building and depending, for a pleasing effect, upon the proportion of masses, the grouping of openings and the general outlines. The exterior walls are finished with red water-struck brick and light-gray stone.

The building cost a total of \$90,000.



FLOOR PLANS, LORIN L. DAME SCHOOL, MEDFORD, MASS.



Cost, \$17,000.

GRADE SCHOOL BUILDING, WAPELLA, ILL.  
Mr. A. L. Pillsbury, Architect, Bloomington, Ill.

The architect was Mr. Charles B. Dunham, Boston. The heating engineers were R. D. Kimball Co., New York.

#### REPAIRING OLD CEILINGS.

Jacques W. Redway, Mt. Vernon, N. Y.

The bond connecting white, hard-finish wall plaster with the building committee, in the interior finish of a school building is so strong that few school architects have been able to sever it. In spite of the liability of hard-finish to crack, its unpleasant glare and its proneness to show dirt, the much-abused white finish has much to commend it. Its tendency to show dirt

is certainly in its favor, for dirt is something to be removed and not concealed.

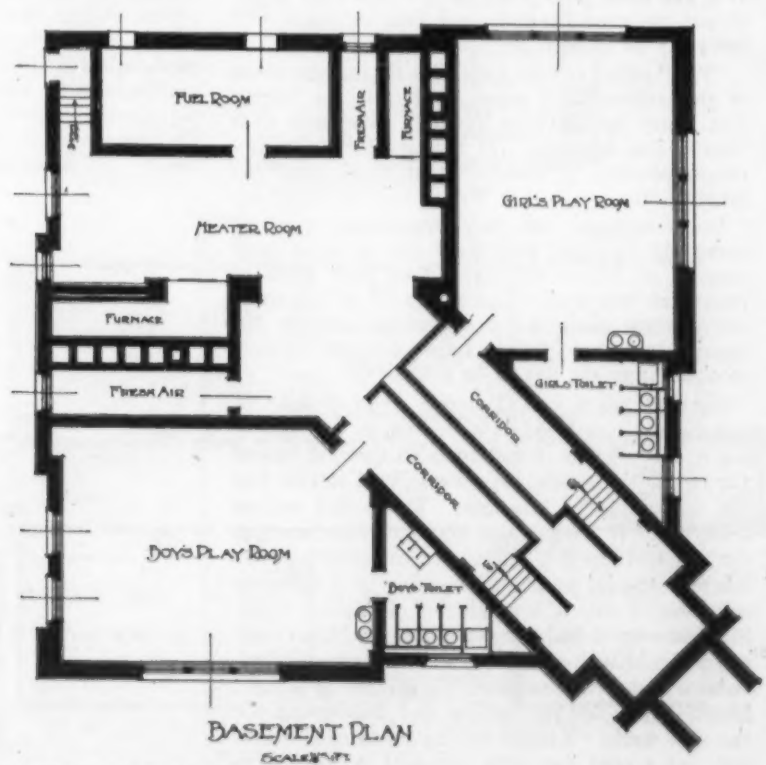
Paint is usually the first resort to make a distressing ceiling, or a side-wall, presentable. The committee is apt to be surprised and pained at the attitude of the painter who declares that three coats are necessary. The committee pleads for one, and finally compromises on two. Down in the bottom of his heart, the painter knows that he cannot do an honest job and cover the surface so that streaks and feather veins will not show. He points and shellacs the cracks, dopes the surface with size, and applies his first coat, loaded with a cheap filler mixed with

paraffine and spirit of pine. This gives plenty of body and covers well. The second coat is made of good honest paint and shows an excellent finish for a while. Then, if the first coat was not heavy enough, the feather veins gradually come thru. If the first coat was heavy enough to prevent the feather veins, it first wrinkles or "crêpes," and then "alligators." Three or four years is the life of such painting on plaster. There is but one thing to do, namely, to burn it off.

As a matter of fact, three coats are necessary for the best hard-finish plaster, one of shellac, one of oil paint and one of turpentine paint.

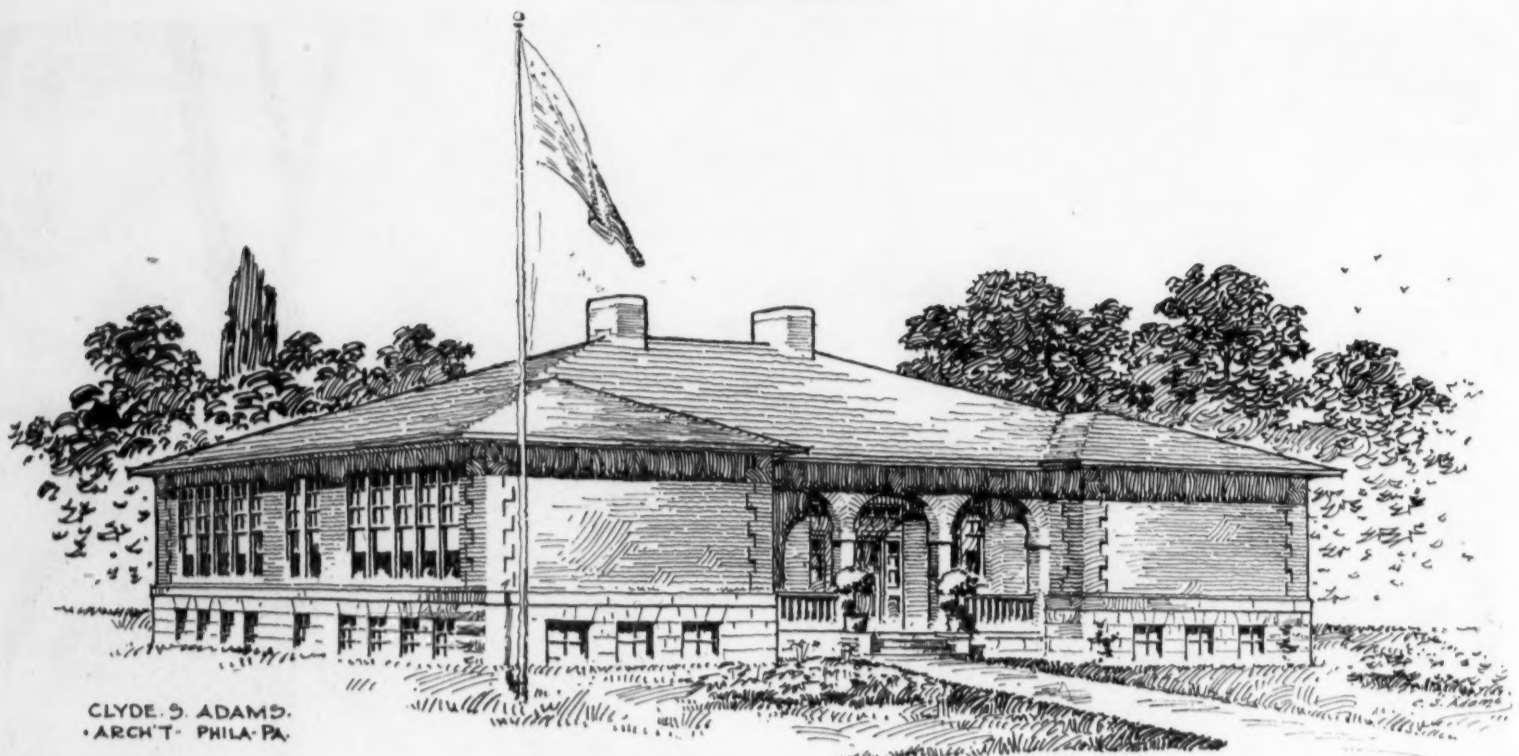


FIRST FLOOR PLAN

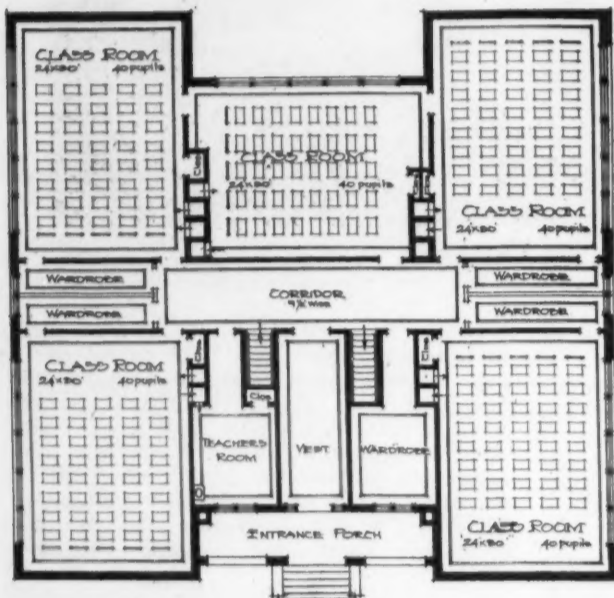


BASEMENT PLAN  
SCALE 1/8" = 1'-0"

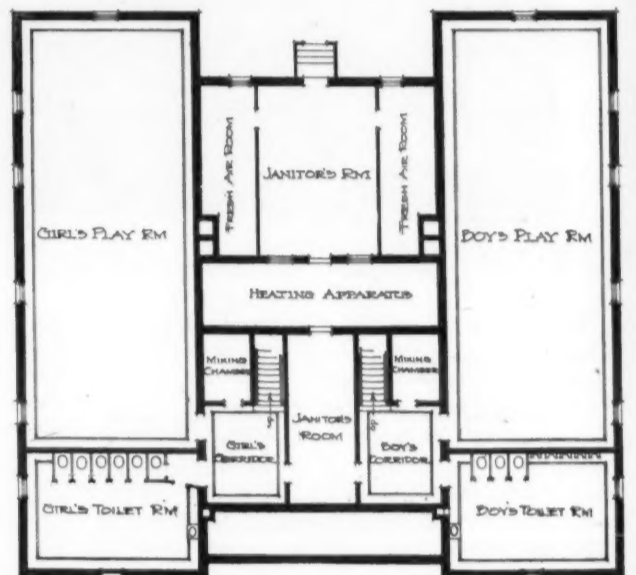
FLOOR PLANS, GRADE SCHOOL BUILDING, WAPELLA, ILL.



ELEMENTARY SCHOOL, COLUMBUS, N. J.



FLOOR PLAN



BASEMENT PLAN

Architect's Perspective and Sketch Floor Plans, New Five Room Elementary School, Columbus, N. J. Mr. Clyde S. Adams, Architect, Philadelphia, Pa.

If a flat finish is desired, four coats may be required on good plaster, and four or more will certainly be needed on poor plaster.

"Flat" paint is now generally taking the place of the ordinary oil paint, and it is far better. Not every painter can make a good job with "flat" paint however. If the paint is to go on rough plaster, it should be stippled, and not brushed in.

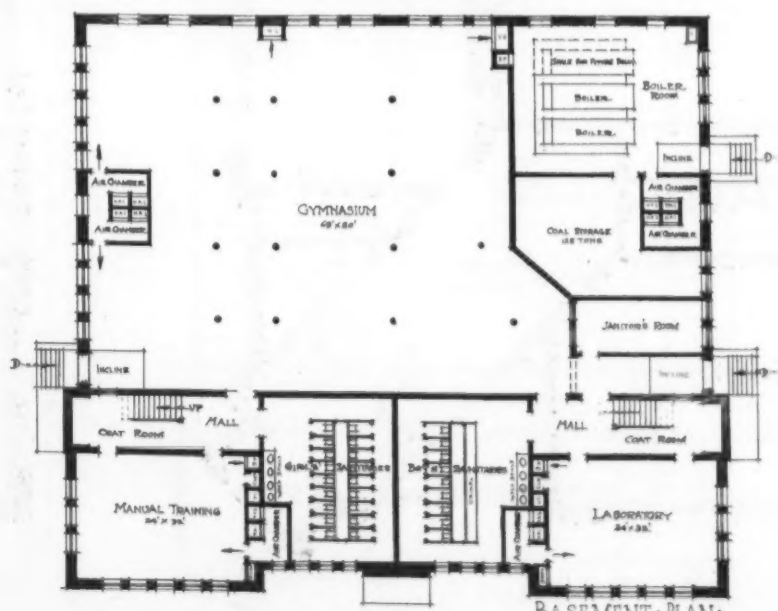
Steel ceilings are very frequently used to cover old ceilings, and their use is to be commended on lathed ceilings. Two good coats of paint are required. The plates of which these ceilings are made are slow-rusting, and do not require to be red-leaded. Laid on metal lathing, steel ceilings are apt to be a tragedy.

Sixteen years ago, I had a good quality of sail canvas cemented to a ceiling in the hall of my house. After it had been painted, it looked far better than repaired plaster, and it also had the advantage of strength. Today the ceiling apparently is as good as sixteen years ago; in that time it has not cost a cent in repairs. Nowadays a special enameled canvas, in a pleasing selection of colors, is made for old school walls. Six years ago I had the assembly hall of our high school building—side walls and arched ceiling—redecorated with enameled canvas, using a light lemon-yellow for the ceiling and Nile-green for the side walls. Except for an occasional washing, not a cent has been required in repairs in six years' time. To insure its holding, the walls

were first papered with one thickness of bibulous paper. When the surface had become dry, the canvas was cemented on. Cut joints thru the application of the canvas, are practically invisible, and fit better than matched joints. So far, in my experience, enameled canvas is the best solution of the problem of repairing old

walls. The cost is about twice that of a thorough job of painting.

My experience in the care of school buildings, has cost both myself and the city a good bit of money, but we have learned that *cheap* painting and the neglect of interiors is a mighty expensive economy.



BASEMENT, LORIN L. DAME SCHOOL (See page 26).



FIRST WARD SCHOOL, BELLAIRE, O.  
Charles W. Bates, Architect, Wheeling, W. Va.

#### THE COLUMBUS SCHOOL.

The new Columbus, N. J., school, illustrated herewith, was designed by Clyde S. Adams, Philadelphia, Pa.

The requirements called for five classrooms on the one floor, thus presenting an excellent opportunity for the low, long effect that is so pleasing to the eye. The exterior is of a dark red brick with wide white joints and limestone trimmings, and a slate roof. The floor plans consist of five classrooms with a capacity of forty pupils each, fitted with wardrobes and book closets. A large teachers' room is also provided.

The basement includes two large playrooms, one for the boys and the other for the girls. Toilet rooms, janitors' space and a modern heating plant occupy the balance of the basement.

The heating apparatus, in the basement, is set in a room having brick walls, a protected ceiling and a fire door. The heat and vent ducts are built of brick and tile, and all steam pipes are fully covered with asbestos. The floor of the main corridor is composed of six-inch concrete slabs. All the dangerous parts of the building are amply protected against fire.

The building cost, all complete with furniture, a total of \$14,000.

#### A FIREPROOF GRADE SCHOOL.

The new First Ward School Building at Bellaire, Ohio, is of monolithic concrete construction and is fireproof thruout.

Built against a steep hillside, it is arranged so that most of the gymnasium and all of the girls' playroom in the basement, are above grade.

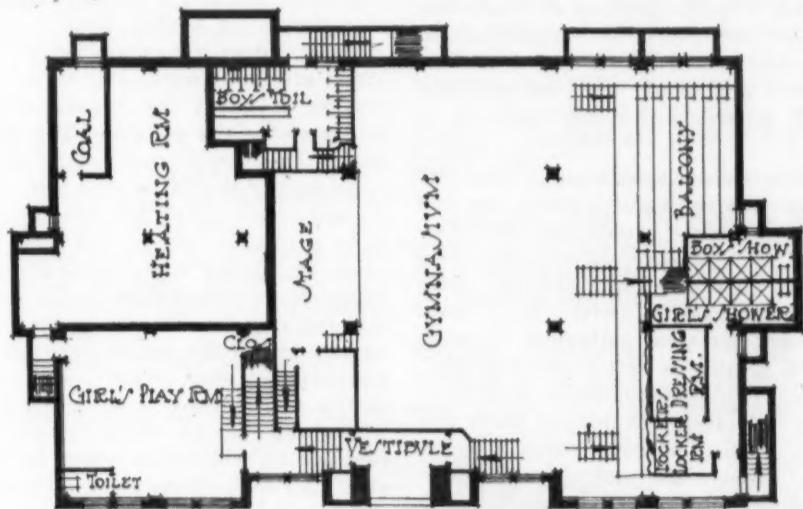
The gymnasium has a permanent gallery arranged so as to permit of locker rooms and shower baths underneath. The stage, which is built of fireproof material, is sufficiently large that the room may be used for school entertainments and neighborhood gatherings.

The first and second floors accommodate ten classrooms, each connected with a cloakroom, toilet rooms and an office for the principal.

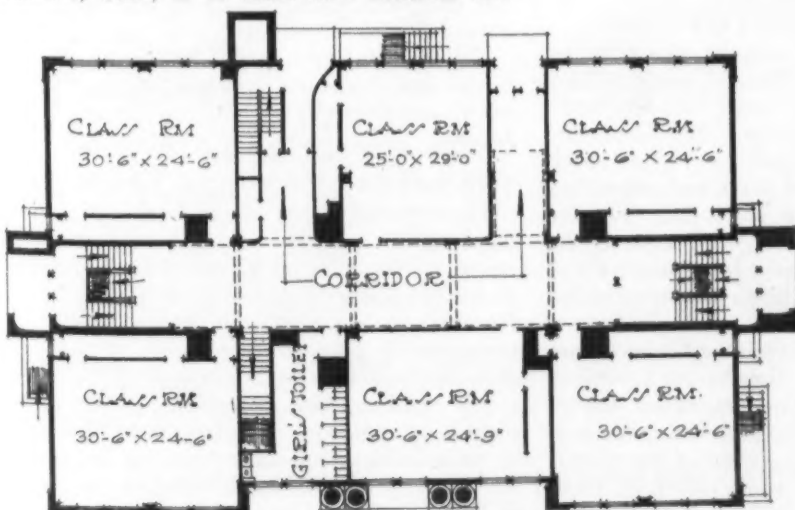
The structure is well finished and is equipped with modern heating and ventilation and sanitary plumbing.

The cost was \$60,000, complete.

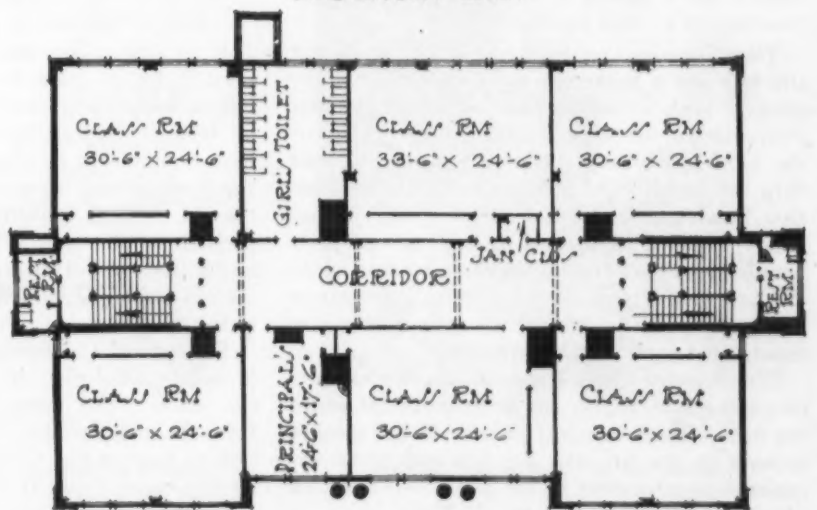
The architect is Mr. Charles W. Bates, Wheeling, W. Va.



• BASEMENT PLAN •



• FIRST FLOOR PLAN •



• SECOND FLOOR PLAN •

# THE AMERICAN School Board Journal

DEVOTED TO  
Legislative and Executive School Officials  
WILLIAM C. BRUCE, Editor

## EDITORIAL

### THE CINCINNATI CONVENTION.

The present issue of the SCHOOL BOARD JOURNAL has been published as a special pre-convention number because it is our firm conviction that every superintendent, both county and city, should be sent to the Cincinnati meeting of the Department of Superintendence, during the week of February 22-27.

As we have repeatedly said, the purpose of the meetings of the Department of Superintendence of the National Education Association is to bring together the professional heads of city and country schools, the professors and instructors in education in universities and normal schools for the discussion of the larger problems of school organization and administration. The addresses and discussions are presented by the greatest leaders in public and private school education in the United States. Leading specialists come with the results of years of research and study. Committees of practical men present the results of investigations into school conditions and school problems after study extending over years of time.

The meeting of the Department of Superintendence is the big annual event to which every superintendent who is alive to the responsibilities of his office and the opportunities of his profession must look forward to as the convention which will determine for him educational policies and offer solutions for administrative problems. It is a school for superintendents, a clearing house where educational ideas are exchanged, where difficult questions are answered; it is a post-graduate course for superintendents who would stand in line for promotion in their profession and who would keep up with the everchanging, growing and rising standards in school work.

The Cincinnati convention reminds one very much of important conferences which are held each year in a number of professions and industries. Great business corporations send their presidents and superintendents for the direct benefit which they expect to derive. Every manufacturer knows how these gatherings fix trade policies, make possible a better understanding between houses, reduce abuses and evils of competition, have a tendency for making prices and credits more stable, improve manufacturing methods, etc. Even where such conventions do not produce direct returns to a house, they ultimately are a benefit to the whole trade and in this respect to each business concern.

The Cincinnati convention will not be a pleasure trip nor a junketing excursion. It has frequently been remarked that of all educational conventions, the superintendents' meetings are the hardest working. It is a pleasure to walk thru the corridors of a superintendents' convention hotel and find group after group of men busily engaged in discussing educational problems and in exchanging ideas and experiences. In fact, it has been said that more information is imparted in the discussions and exchange of experiences than in the set papers.

The program which President Snyder has prepared is the strongest and most practical which has been offered in many years. Not a speaker appears in the list who has not had broad experience as an expert in the phase of education which he will discuss.

Every school board should send its superintendent to this convention and should pay his expenses in full. If he does not believe in going, he should be ordered to go, not for the benefit which he, personally, may derive, but for the value which the convention will have for the schools.

We are certain that every school board which sends its superintendent will be more than repaid for the time which he will spend away from his desk and the money outlay which will be necessitated for railroad fares and hotel expenses. As Mr. Alfred Mosely said about two years ago, "It is always difficult to put your finger on any spot and say that this, that or the other definite result has come from an educational discussion. The direct gain is often in a fuller appreciation of the function of the school, a more intense interest in the work, a deeper sense of duty, a more settled confidence and a broader judgment of the daily problems that vex."

### MAKING THE SCHOOLS PAY.

One of the inconceivably stupid causes of friction between school boards and municipalities is the demand made by city departments for payment in return for services rendered to the schools. Every possible municipal function in which schools share remotely has come into question. School boards have been asked to pay for the laying of water mains and trunk sewers, for permanent pavements and curbing, for office rent in municipal buildings, etc., etc. One important city has even requested that the school board contribute to the funds from which the police and fire departments are maintained.

There may be some justification in asking that school boards contribute toward the maintenance of city halls or municipal office buildings in proportion to the space they occupy and in proportion to sums levied upon other departments. Similarly, there is a very real reason why the schools should pay for gas, electricity and water obtained from municipally owned service plants. A similar division of expense is, however, altogether unjustified when applied to street and curb work, and to other municipal service in which the schools share with the people of the city at large. The distinction between these specific and general services of the municipality should be clear and sharp so that no real reason for differences should exist.

As a rule, it may be said that the common cause for friction in the distribution of expenses in which the schools share, is the desire of councils and city departments to grab some of the moneys raised for school purposes. It is not unusual that such controversies precede a deficit in a given department or a radical increase in the tax rate in which the schools have no part and for which they cannot be held accountable. All such efforts must, as they deserve, be resisted and defeated.

### CALIFORNIA'S CONTRIBUTION.

With originality and boldness, characteristic of their native state, California architects have recently developed two distinctly valuable forms, or types, of school buildings. The older, and more common, is the one-story elementary building, built around a central court, and resembling the old Spanish buildings which date from the early mission days. The second type is the group high school, in which each distinct set of studies is housed in a separate structure, suited to the specific needs.

The typical California "mission" schoolhouse is nearly ideal for the climatic conditions of the state. The open cloisters afford shelter from the glare and heat of the summer, and protection against the rain and wind of the winter. At the same time, they allow plenty of fresh air under all conditions. The one-story build-

ings afford a minimum expense for construction and maintenance, and a maximum of safety against fire, panics and other dangers found in the compactly built schoolhouses of the Eastern states. Except for the greater ground area which they occupy—an objection that has no weight except in large cities—the mission type school has hardly a fault worth mentioning.

The group high school has been found in California to be the most economical, flexible, adaptable type of building devised thus far. Usually it is begun with a single unit that provides accommodations for the administrative offices and for academic classrooms. Buildings for manual arts, natural sciences, household arts, physical education, assembly, etc., are added as the needs arise, as the student body increases and as the financial ability of the district permits. Each group of studies has a structure exactly planned for its use. There is no interference or disturbance of departments, and the whole is held together as a school by the principal and his assistants. Architecturally the group becomes a civic and social center, each building expressing its purpose unmistakably and contributing to the unity and beauty of the whole.

While these two California types of schoolhouses may not be adapted for use in many states of the Union, they emphasize the need of original thinking in schoolhouse planning. They make evident by comparison, the failure of the South, of the southern states of the North Central group, and of the Mountain states to study the problems of housing the local schools in structures characteristic of the country, adapted to the climate and the native conditions.

There is a very real need in American school architecture for less imitation and less following of precedent. More vigorous, independent and bold initiative, applied with due consideration of proven principles is essential, if we are to have, in every section of the United States, a true, characteristic school architecture.

### PHILADELPHIA'S NEW SUPERINTENDENT.

The Philadelphia board of education acted promptly and wisely in electing Dr. William C. Jacobs as superintendent of schools to succeed Governor Brumbaugh. Acting on the conviction that a man should be chosen who would combine an intimate knowledge of local school history, tendencies and peculiarities with experience and a record as a "level-headed, steady and capable executive," the board's action was logical and highly commendable.

Not the least of Dr. Jacob's splendid qualifications for his important work, is his long record as an assistant, and later as an associate, superintendent. In these positions, as previously when he was principal, it was steady, successful work, good judgment and leadership which won promotions. It is indeed a rare man who can gain and hold the respect and loyalty of associates and subordinates.

Philadelphia may confidently expect big reforms and far-reaching improvements in its school system thru the administration of Dr. Jacobs.

### THE VALUE OF MEDICAL INSPECTION.

The remedial and preventive value of medical inspection is forcibly illustrated in a recent report of Dr. Thomas F. Harrington, director of the Division of Hygiene in the Boston School Department. In 1907, the division began the systematic testing of the eyesight of the children and found that 31.5 per cent of the 83,909 pupils examined were defective. By continued testing, by following all cases into the homes, by prescribing glasses and remedial treatment, and by assisting indigent children to obtain glasses at a nominal cost, the Division has great-

ly reduced the number and the percentage of ocular troubles. An examination of 91,326 children, completed in January, shows that 5,754 children are now wearing glasses and 11,039 have abnormal vision. The latter number is only 12.08 per cent of the total and is a reduction of nearly twenty per cent.

It requires little argument to drive home the economic and social value of such inspection when it is recalled that thruout the country twenty-five per cent to thirty per cent of all children are one or two years behind their grades and medical authorities estimate that nearly ninety per cent of this retardation is due to eye, ear, nose and throat diseases or defects.

#### TEACHERS VS. BUILDINGS.

When State Superintendent Henry C. Morrison of New Hampshire recently said that "we have the best school buildings in the world and the poorest teachers" he voiced a truth that may well be heeded by members of school boards. Unless the quality of the instruction given in our splendid schoolhouses exceeds the quality of the structures themselves, the latter are but a hollow mockery.

It is a grave duty of school boards to see that the schools are housed in sanitary, safe and convenient buildings. It is a still graver duty of school boards to see that these buildings have teachers with strong personality, who are well trained and carefully supervised, who understand their work and its purpose, and who are doing it enthusiastically and efficiently. In importance, the teachers come before buildings.

The problems of selecting the best fitted persons for teaching positions, of retaining them by offering good salaries, of keeping them efficient by carefully planned promotion systems, strong supervision and hearty moral support, deserve continued attention. No school board can say that it has truly fulfilled its trust unless it places the best teachers in its schools.

#### THE NEED OF CLERICAL ASSISTANCE.

A common misconception among school boards, in smaller cities, is the idea that there is economy in requiring the superintendent to do the clerical work of his office. While it may be true that an apparent money saving results from the failure to employ a clerk to carry on the routine of the school office, there is a waste that cannot be measured in dollars and cents.

At a recent gathering of school board members and superintendents from the Parishes (counties) of Louisiana, the problem of clerical assistance for superintendents was discussed. The conclusions of the Conference, which have been summarized by State Supt. T. H. Harris,

are worth the consideration of every school board:

"No business will succeed unless it is properly managed and supervised, and this is as true of the school business as of any other business. Even thoroly competent teachers need the constant advice and co-operation of a wise superintendent; many of our teachers, however, are young and inexperienced, and they, especially, should receive constantly the help of the superintendent. In order that the superintendent may keep in close touch with the people of the various communities, and especially with all of his teachers, he should be able to visit each of the schools at least once or twice a month, and to spend sufficient time in each school to enable him to be of real service to the teacher in organizing and directing the work."

"The school board cannot afford to pay the salary required to secure the services of a competent superintendent for clerical work in the office. The bookkeeping, compiling reports, typewriting, writing warrants, etc., should be done by a cheaper employee than the parish (county) superintendent, especially in parishes that employ a large number of teachers. It was the opinion of the conference that clerical help should be given the parish superintendent in order that the superintendent may spend his time in his schools directing the efforts of teachers and stimulating educational activity among the patrons."

#### CREDIT FOR BIBLE STUDY.

The school authorities of Des Moines, Grand Rapids, Denver, Muskegon, and other cities have decided to give school credit in the high school for serious bible study, under acceptable teachers. The movement is in line with similar successful experiments made in North Dakota and Idaho and is an indirect acknowledgment of the absolute need of religion in our national life.

The movement is far from reaching the ideal of making religious and moral education an integral part of the system of public education. Still, half a loaf is better than none, for the time being.

#### THE FATE OF PUBLIC OFFICERS.

It is such a common thing for public officers to be quoted on both sides of an impending question, that it may seem unnecessary to mention it. There are, however, a few people who are still confused by this common practice. Very few administrative questions in public affairs have the right all on one side and the wrong all on the other. If one becomes an advocate in a controversy he usually sees all virtue on his side of the question and all the error on

the other side. If a public official is asked to give his opinion he must state the entire matter as fairly and judicially as he can. Such an opinion can usually be used by both sides. Each one takes those sentences or those paragraphs which seem to support his side of the contention. Recently, in a number of cities in Illinois questions have arisen as to whether the special charter should be retained or should be supplanted by the general law. It is so perfectly natural for both sides to quote superior school officers as favoring their particular side. The fact remains and should ever be kept in mind that most school matters in Illinois are purely local affairs, and that is especially true where the question of retaining or discarding a special charter is up for consideration. An outside person should not enter into the controversy as an advocate. He must give his opinion whenever requested by school officers, but he must not, in any way, enter into the controversy as a partisan on one side or the other.—F. G. Blair.

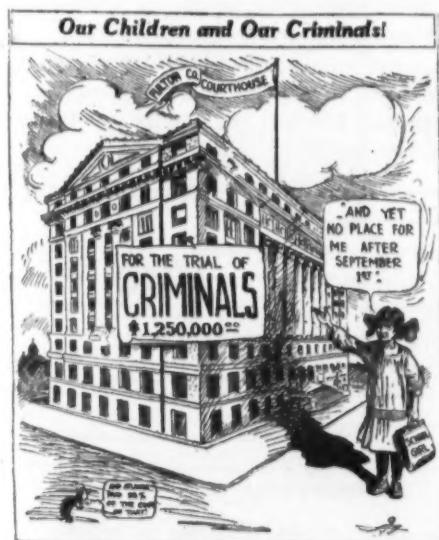
It appears probable that the New York board of education will finally be reduced in size, from 46 to nine members. A bill, having the approval of the Mitchel administration, will be introduced in the legislature and will have the united support of the schoolmen of the city.

Schools for school janitors have been opened in Racine, Seattle, Indianapolis and other cities, offering instruction in the care of heating apparatus, cleaning, maintenance of plumbing, etc. The janitors' schools are a tardy, but none the less effective, acknowledgment of the value of vocational education.

The novelty of the Gary plan of school organization is apparently wearing off, and some serious schoolmen are asking if it is all that is claimed for it. Whether the critics are honest and competent in their expressions, or not, it seems desirable to have searching investigation made of the Gary schools, followed by an authoritative statement of their advantages and disadvantages, of their successes and their failures. A survey undertaken by some competent agency like the Russell Sage Foundation would be opportune and would set Gary "right" before the school public.

In fifteen years, the teaching force in the schools of California has increased 110 per cent; the student enrollment 88 per cent; and the cost of education, 296 per cent.

	1899	1914
Number of teachers....	7,434	15,618
Number of students....	265,662	501,021
Cost .....	\$6,804,289	\$26,579,689



A Comparison.  
—Gregg, Atlanta Journal.



A New Kind of Winter School in the Country.  
—Cotton, Danville, Ill., News.



Another Schoolmaster as Statesman.  
—Philadelphia Record.

# THE ADAPTATION OF THE GARY PLAN AT SWARTHMORE, PA.

B. Holmes Wallace, Supervising Principal, Swarthmore, Pa.

About three years ago, I became interested in the great experiment being worked out in the public schools of Gary, Ind., and soon after, became acquainted with Supt. Wirt.

Swarthmore was erecting a new, up-to-date school plant, and I was desirous of putting into operation a type of school, which would put the community in the front rank of true school progress. We already had manual arts and departmental teaching, but I wanted music, domestic art, domestic science, physical training, supervised play, etc., and all at little or no additional expense. A careful study of the Gary literature, followed by a visit there, convinced me that the plan could be adapted to the needs of Swarthmore. It was worked out as follows:

Before the change was made, we had eight regular grade teachers, a manual-training and art teacher, and a music teacher, who visited the grades once or twice a week. Each grade teacher taught all the regular subjects of her grade, and in addition, a greater part of the special subjects—music, art, drawing, nature study. In the new plan, it was thought best to leave grades one and two out of the departmental scheme. The teaching force for the remaining six grades was adjusted so that the three strongest teachers were retained for the regular subjects of these grades, and in place of the other three, a special teacher for art and

drawing, one for music and one for elementary science were employed. To one of the regular teachers were assigned the regular subjects of grades three and four, to a second the English of grades five, six, seven and eight, and to the third, the arithmetic and history of grades five to eight inclusive. The geography of grades four to eight inclusive was made a part of the work of the elementary science teacher, since such an arrangement offers a large opportunity for correlation. One physical training teacher is employed who gives a carefully graded course in physical training to all grade pupils. This work, including folk dancing, is also compulsory for all high-school girls. Cooking and sewing for the girls, balanced by mechanical drawing and woodworking for the boys, are required from grade six thru year one of the high school.

The schedule is arranged so that pupils have two periods, about 80 minutes, of work in the regular subjects followed by one period, about 40 minutes, of a special subject. For the purpose of this paper, we may call the following subjects special: Music, drawing and art, physical training, elementary science and geography, woodworking, cooking and sewing. The periods for woodworking and cooking are 80 minutes in length. The sessions are from 9 to 12 A. M. and from 1:15 to 3:30 P. M.

Chief among the advantages of the new plan

over the old, I would put: First, *financial economy*.

(a) In teaching force, under the old plan, we would need thirteen teachers to do for eight grades what we are now doing with ten teachers. As our salaries run, this means a saving of \$2,000 or over per year.

(b) In available schoolroom space, the continuous use of gymnasium, auditorium and playground frees classrooms for use.

2. Fewer subjects are assigned to each teacher and are better taught.

3. Better and bigger results for pupils are secured, since all the special subjects are as well and as thoroly taught as the regular subjects.

4. Upon entering the high school, pupils make the necessary adjustments more easily, because they have already become accustomed to meeting several teachers each day.

Three important factors had to be reckoned with in making this change of plan:

1. The will to break away from the old order of things.

2. The fact that relatively stronger teachers are necessary.

3. The necessity for economy in the time allotted to some subjects, e. g., arithmetic.

In conclusion, I feel quite certain that, after two years' trial, all connected with it feel that the Swarthmore adaptation of the Gary idea is a success and that we have a more efficient, better balanced school than would have been possible under the old plan.

## School Employment Bureau

A. R. Lang, Superintendent of Canal Zone Public Schools, Balboa Heights, C. Z.

In the Canal Zone public schools a plan has been successfully inaugurated whereby a number of high school students are given an opportunity to work a few hours of each school day, Saturdays and vacations, as salesmen, assistant salesmen, and checkers in the various commissary stores.

This work is under the general direction of the Supervisor of Industrial Education to whom the storekeepers make known any openings in which high school boys or girls may be used. These positions are referred to the high school principal who recommends students to fill them. No student is recommended for employment who is not doing well in the regular work of the classroom, nor until after the parents have been consulted. The storekeepers employ only such students as are recommended by the school. By this arrangement the school is able to control the employment of high-school boys and girls in a satisfactory manner and to utilize it to an advantage for both school and student.

In order that there may be a record of the boy or girl in this outside employment, each storekeeper fills out and sends to the school every two weeks the following form:

CANAL ZONE PUBLIC SCHOOLS COMMISSARY CARD	
(Name)	
Nature of work	Hours per week
General Intelligence	Rate per hour
Industry	Interest
Strong Points	Improvement
Advancement	Weak Points
Remark	
(Date)	
(Storekeeper)	

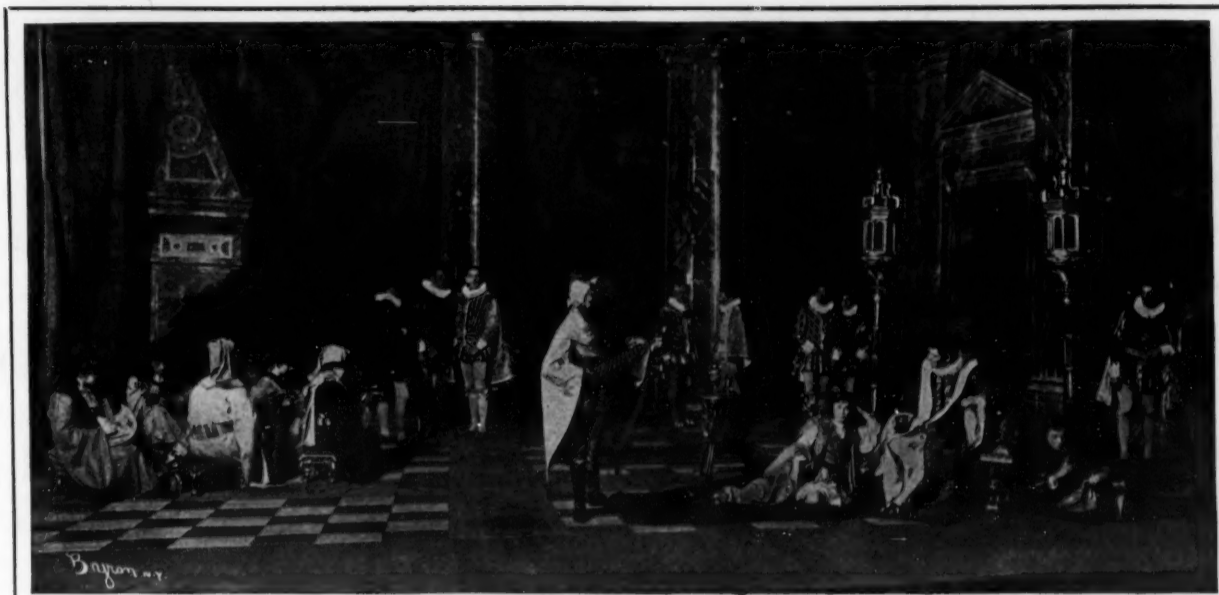
Storekeeper's Record of Student Employee.

For comparative purposes a report is also made by the high school principal on a form shown on page 34.

(Concluded on Page 34)

	LARKIN	WOODWARD	BARRY	WOODS	REBER	REINHARDT	PARKER	NORTH	CLAGHORN	CARPENTER	FRENCH	WHEATON
	Room	Room	Room	Room	Room	Room	Room	Room	Room	Room	Room	Room
1	Mon. 8 Hist. 4	6 Writing 5	4 Elem. 5	1 7 Art 3							5 Gym	
	Tues. 8 Civics 4	6 Writing 5	4 Civics 5	1 7 Study 3							5 Gym	
	Wed. 8 Hist. 4	6 Writing 5	4 Civics 5	1 7 Art 3							5 Gym	
	Thur. 8 Civics 4	6 Writing 5	4 Civics 5	1 7 Study 3							5 Gym	
	Fri. 8 Hist. 4	6 Writing 5	4 Elem. 5	1 7 Art 3							5 Gym	
2	Mon. 8 Art 4	6 Reading 5	7 Geog. 1	5 Art 3							4 Gym	
	Tues. 8 Art 4	6 Reading 5	7 Geog. 1	5 Art 3							4 Gym	
	Wed. 8 Art 4	6 Reading 5	7 Geog. 1	5 Art 3							4 Gym	
	Thur. 8 Art 4	6 Reading 5	7 Geog. 1	5 Art 3							4 Gym	
	Fri. 8 Art 4	6 Lit. 5	7 Elem. 5	1 5 Art 3							4 Gym	
3	Mon. 5 Hist. 4	7 Writing 5	3 Geog. 1	6 Art 3							8 Boys	
	Tues. 5 Hist. 4	7 Writing 5	3 Geog. 1	6 Art 3							8 Boys	
	Wed. 5 Hist. 4	7 Writing 5	3 Geog. 1	6 Art 3							8 Boys	
	Thur. 5 Hist. 4	7 Writing 5	3 Geog. 1	6 Art 3							8 Boys	
	Fri. 5 Hist. 4	7 Writing 5	3 Geog. 1	6 Art 3							8 Boys	
4	Mon. 5 Art 4	7 Ready 5	8 Geog. 1	3 Art 3							6 Gym	
	Tues. 5 Art 4	7 Ready 5	8 Geog. 1	3 Art 3							6 Gym	
	Wed. 5 Art 4	7 Ready 5	8 Geog. 1	3 Art 3							6 Gym	
	Thur. 5 Art 4	7 Ready 5	8 Geog. 1	3 Art 3							6 Gym	
	Fri. 5 Art 4	7 Lit. 5	8 Elem. 5	1 3 Art 3							6 Gym	
LUNCH												
5	Mon. 7 Hist. 4	8 Read. 5	5 Elem. 5	1 6 Study 3	4 Mus. 6							
	Tues. 7 Art 4	8 Gram. 5	5 Geog. 1		4 Mus. 6							
	Wed. 7 Hist. 4	8 Read. 5	5 Geog. 1	6 Study 3	4 Mus. 6							
	Thur. 7 Art 4	8 Gram. 5	5 Geog. 1		4 Mus. 6							
	Fri. 7 Hist. 4	8 Lit. 5	5 Elem. 5	1 6 Study 3	4 Mus. 6							
6	Mon. 7 Art 4	8 Read. 5	6 Geog. 1	4 Art 3	5 Mus. 6							
	Tues. 7 Art 4	8 Gram. 5	6 Geog. 1	4 Art 3	5 Mus. 6							
	Wed. 7 Art 4	8 Gram. 5	6 Geog. 1	4 Art 3	5 Mus. 6							
	Thur. 7 Art 4	8 Lit. 5	6 Elem. 5	1 4 Art 3	5 Mus. 6							
	Fri. 7 Art 4	8 Lit. 5	6 Elem. 5	1 4 Art 3	5 Mus. 6							
7	Mon. 6 Hist. 4	5 Lang. 5	8 Study 1	8 Art 3	3 Mus. 6							
	Tues. 6 Art 4	5 Lang. 5		8 Art 3	3 Mus. 6							
	Wed. 6 Hist. 4	5 Lang. 5		8 Art 3	3 Mus. 6							
	Thur. 6 Art 4	5 Lang. 5		8 Art 3	3 Mus. 6							
	Fri. 6 Hist. 4	5 Lang. 5		8 Art 3	3 Mus. 6							
8	Mon. 6 Art 4	5 Read. 5	8 Study 1	8 Art 3	7 Mus. 6	4 Read 7						
	Tues. 6 Art 4	5 Read. 5		8 Art 3	7 Mus. 6	4 Hist 7						
	Wed. 6 Art 4	5 Read. 5		8 Art 3	7 Mus. 6	4 Read 7						
	Thur. 6 Art 4	5 Read. 5		8 Art 3	7 Mus. 6	4 Hist 7						
	Fri. 6 Art 4	5 Lit. 5	8 Study 1	8 Art 3	7 Mus. 6	4 Read 7						

DAILY PROGRAM OF THE SWARTHMORE SCHOOLS.



**Twelfth Night—"Come Away, Death"**  
The Clown sings a love-dirge for Viola and the Duke.

## The Victor is of vital importance in correlation

Did you ever think of using Victor Records to illuminate your studies in Shakespeare and, in fact, all your work in English?

Our complete set of Shakespeare records from the old authentic versions will give new life to the study of the play, or lend realization to its production by the seniors.

Do you read Scott's "Ivanhoe" and "Lady of the Lake"? Wouldn't the pupils like to hear the bag-pipes and the songs of Ellen with the harp of old Allan?

Are you interested in the geography of Europe? The heart life of the different peoples of stricken Europe can be understood in no other way so clearly as through their songs.

The Victor records will bring them all right into your school room.

For full information, address the  
Educational Department  
**Victor Talking Machine Co.**  
Camden, N. J.

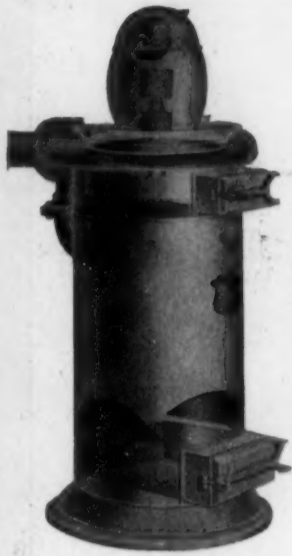


**Victor XXV**  
\$67.50 special quotation  
to schools only

When the Victor is not in use, the horn can be placed under the instrument safe and secure from danger, and the cabinet can be locked to protect it from dust and promiscuous use by irresponsible people.



# It's Now Real Winter---



with the windows shut tight as a drum, the ventilating system working only once in a while and Johnny and Mary hacking and coughing.

Snow is on the ground and every pair of feet bring into the schoolroom frozen mud and dirt to thaw, melt and decay while disease germs are bred.

Every school official will recognize this condition and every fair-minded man, who realizes the danger of the disease germ, will appreciate and insist on the absolute removal of the dirt and grime carried into the schoolroom on the feet of children.

The Tuec System of Vacuum Cleaning for schools removes dust and dirt with all attendant germs and disease spreaders. After years of experimentation we have evolved a system which thoroly cleans schools to the satisfaction of school boards, superintendents of schools and physicians.

May we tell you about the Tuec School Tool? Drop us a line today—now.

**The United Electric Co., 7 Hurford Street, Canton, Ohio**

(Concluded from Page 32)

CANAL ZONE PUBLIC SCHOOLS CONDUCTOR'S CARD	
(Name)	
(Age)	(Grade)
Subjects:	
Conduct	Weak Points
Application	Improvement
Strong Points	Remark
(Date)	
(Principal)	

This information regarding the student's work both in and out of school makes it possible to judge him fairly. Almost invariably the same qualities or characteristics of the student are common to both fields of endeavor. Accordingly, when it is discovered that the deficiencies noted by the teacher are carried outside of the schoolroom and noted by the storekeeper, there is an appreciation of the close relationship between school life and the life outside.

The Supervisor of Industrial Education makes it a point to visit the stores occasionally and to talk over the work with the students and with the storekeepers. The storekeepers offer every opportunity for advancement. A close co-operation has been secured; and the schools and stores have both benefited.

This employment bureau feature of industrial education may seem a small matter and it is a very simple one when once started. Yet it is *suggestive* and has underlying values well worth while, in addition to the financial consideration to the student. It has a tendency to make the school better acquainted with outside activities and better able to adapt its work to meet definite needs. It tends, moreover, to make the school more of a vital social agency demanding

the attention of the community toward its activities and needs.

## A UNIQUE SCHOOLHOUSE.

One of the most unique schoolhouses in the United States is located at Bauxite, Ark., upon the property of the American Bauxite Company, a firm which mines and markets certain forms of aluminum. The building shelters a country school and is occupied by children of employees of the company.

In planning the building the sawtooth type of roof construction was adopted for the following reasons:

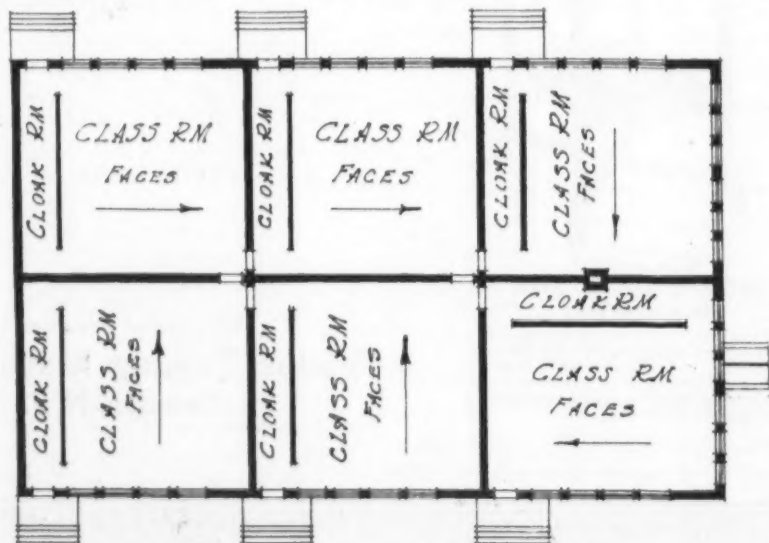
1. It permits growth as additional rooms can be added without cutting off the light of rooms already built and without interfering with these in any way.
2. The hot climate of Arkansas makes high

rooms and good ventilation desirable. The skylight opening, at the top of the sawtooth roof, permits of the escape of warm air under the ceiling, facilitating at the same time the free circulation of air thru the doors and windows.

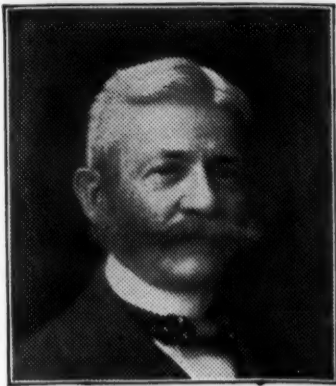
3. No space is wasted in corridors or stairways as each room has an independent outside door.

4. The seating of the classrooms is so arranged that the main light enters from above and supplementary light comes in from the left and rear of the pupils. The skylights face north so that the sun can be excluded altogether during the hot hours of the day.

The construction of the building is such that it will burn slowly; in fact, fire will not travel from room to room as quickly as in the ordinary type of rural school. Each room is sep-



FLOOR PLAN OF THE SCHOOLHOUSE AT BAUXITE, ARK.



Established 1869

# FREE TEXT BOOKS

Supplementary Readers and  
Books for Indigent Pupils

**MUST HAVE OUTSIDE AND  
INSIDE PROTECTION**

From the damaging effects of the weather, daily soiling and careless handling by the pupils.

## The Holden Unfinished Leatherette Book Covers

*WATERPROOF—GUARANTEED FOR A YEAR'S WEAR—GERM PROOF*

and the **Holden Quick Repairing Material**

*Provide the necessary service and sanitation at a minimum of cost per book  
per pupil per year. SAMPLES FREE.*

**THE HOLDEN PATENT BOOK COVER COMPANY**

MILES C. HOLDEN, President

SPRINGFIELD, MASSACHUSETTS

arated from the others by a brick wall, and with the exception of the floors, there are no cellular spaces in which fire can travel thru the wood-work. Altho the designers intended to lay the classroom floors directly on concrete laid up with a coal tar pitch, this was impossible on account of local conditions. The floor has, therefore, been built of the usual joist type. The floor, over the cellar in which the heater has been placed, is of reinforced concrete.

The roof is composed of 2" by 3" strips on edge, nailed together, joints broken and laid without the use of rafters or purlins, the sheathing resting directly on the trusses. This makes

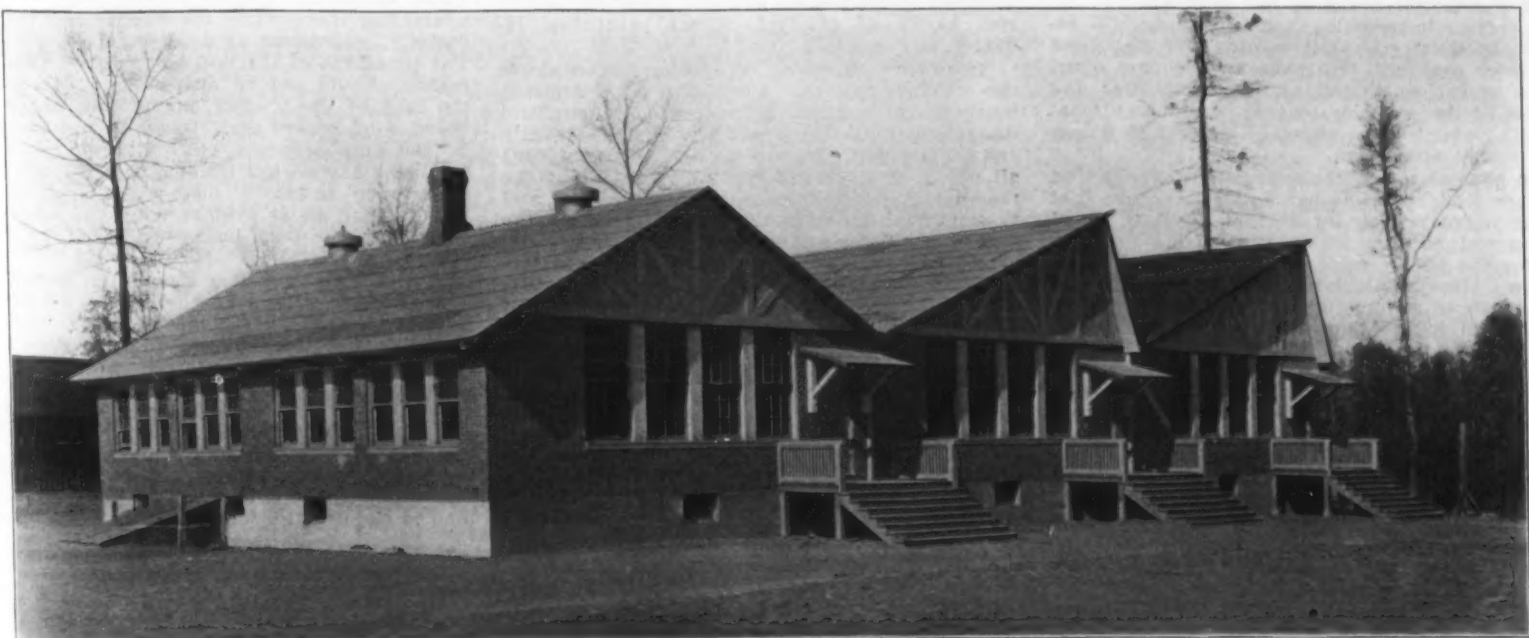
a smooth surface from which fire can readily be swept by a hose stream, and it does not interfere with the light from the skylights nor afford space for dust to accumulate. The roof is three inches thick so that heat will not readily penetrate as it would thru a thinner roof. At the same time, the expense of lathing and plastering is saved, and the fire risk is reduced.

Cloakrooms are provided in each classroom by an iron partition, along one side of the room. The bottom of the partition is raised from the floor. Children upon entering the room, pass behind the partition leaving their coats, hats, lunch baskets, etc. The iron partitions were

selected in preference to wood on account of durability, neatness, cleanliness and safety from fire. They are painted the color of the walls, and are just as sightly as wooden or plaster partitions.

Two of the classrooms shown in the foreground of the accompanying picture, do not have skylight roofs for the reason that they are on the south of the building and sufficient light is obtained from the side windows.

The only objection to the school as it stands, in the writer's opinion, is the lack of a central hall or corridor thru which the teachers and the principal can pass from room to room. This



SCHOOLHOUSE AT BAUXITE, ARK.

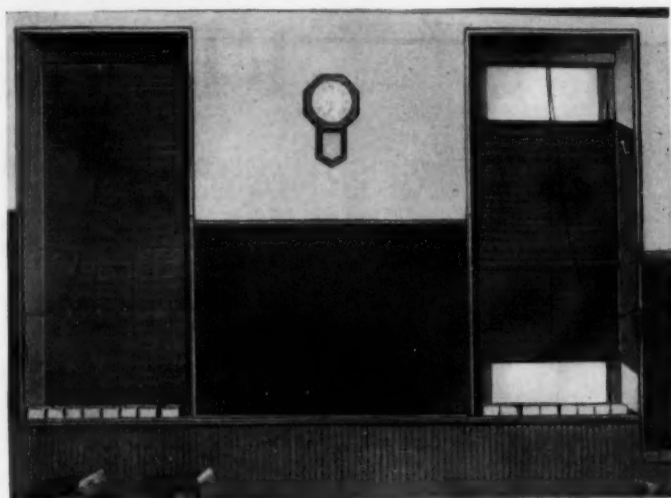
# MIMEOGRAPH



**Clean—the mimeograph is** cleanly. Its operation is not a dirty-hand job. The ink is securely locked within a scientifically built fountain, which permits its egress only in such quantities as the printing demands. This is one of the features that help to make the mimeograph the most practical device ever conceived of for duplicating typewritten matter. Let us send you our new booklet "F." You'll find it interesting, even if you don't think you need a mimeograph now. Send today to A. B. Dick Company, Chicago-New York.

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They are sanitary, washable and do not catch the dust. They can be instantly lowered from the top and raised from the bottom. Always hang straight and do not get frayed on the edges.' Other principals say interesting things about these shades.

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makes the administration of the school rather more difficult than it should be. Otherwise the building is an interesting adaptation of the principles of factory construction to school-houses.

### THE SUPERIOR TEACHER.

Friction between the school board of New Orleans, La., and the teachers, when the ratings of the latter were announced and salaries adjusted, caused recently the Associate Teachers' League of the city to call upon the board to define what constitutes a "Superior" teacher, the highest grade in the schedule. Ten questions were submitted, including the one on a superior teacher. In reply to the latter, Supt. J. M. Gwinn wrote the following suggestive discussion of superior teaching and teachers:

"1. It is impossible, in a brief space, to explain in detail the full meaning of the term 'superior teacher.' To make an adequate statement of the qualifications, responsibilities and duties of the superior teacher would require at least a volume or a course of lectures in a normal school or college.

"In general terms, the superior teacher is that teacher who best aids her pupils to secure that development in their intellectual, physical, moral and social natures which will enable them to render the best service to society and to themselves. More particularly, the teacher must aid her pupils to acquire the knowledge and power, ideals and habits that determine a useful and happy life. The work of the teacher reaches far beyond the immediate daily results in the several studies. The superior teacher establishes motives and methods of acting which become fundamental forces that shape the lives of the pupils long after they have left school.

"The more important facts concerning the efficiency of teachers are indicated on the blank form used by the principal in reporting upon the efficiency of teachers. This report is made under five headings, as follows: (1) General information about the teacher and the conditions under which she is working; (2) administrative efficiency; (3) teaching ability; (4) achieved efficiency or results; (5) professional spirit. Of these, achieved efficiency or results rank first.

### To Control Pupils' Motives.

"The most important result which a teacher should secure is the establishment of proper motives in her pupils; the purposes that move to action are of the highest importance. The second important result is the training of pupils to judge the relative values. Success in life depends directly upon the ability to judge relative values. Much of the inefficiency and many of the failures are due to the inability to discriminate between that which is worth doing at the moment and sees to it that her pupils busy themselves with what is most worth while to them. The superior teacher is one who develops the child's power of thinking and of concentration, who trains her pupils in the ability and practice of taking the proper initiative, who succeeds in having her pupils make steady and sure progress in knowledge, and who gives pupils correct habits of conduct, speech, neatness, industry and system.

"In order to achieve the results named above the teacher must be successful in discipline; must make regular, adequate and thoughtful daily preparation for teaching; must be definite and thought-provoking in instruction; must keep all pupils at work and mentally alert; must be resourceful in the use of teaching devices and illustrations; must awaken an interest on the part of pupils for school work; must have a well organized room; must secure the best possible hygienic conditions with respect to the seating of pupils, ventilation, lighting, temperature and general cleanliness; must do the work in the classroom with promptness and dispatch and without waste of time, energy and materials; must give herself freely to the work; must love teaching and be professional in spirit; must have adequate knowledge of the subjects taught and must be beyond criticism in the use of English; must seek to improve her knowledge and method; must be sincere, earnest and conscientious; must be self-controlled, enthusiastic, tactful, neat, sympathetic, courteous, forceful, punctual; must be refined in manner and habits; must co-operate with parents, principal and other teachers, and must carry out instructions.

"In considering this definition it must be kept in mind that the term 'superior' is a relative and not an absolute one.

### Equalization of Rating.

2. The standards of measurement are set forth in answer to question 1. The board receives, under the rules, a report from the committee of superintendents and not directly from the principals. The committee of superintendents is required to give consideration to the reports of the principals in making its report to the board. The report of the principal determined with few exceptions the relative ranking of teachers within the school. Principals have no or little opportunity of judging the merit of their teachers in comparison with the merits of teachers in other schools. The board must look to the committee of superintendents for equalization of the ratings among the faculties of the several schools.

"4. Classroom results, as commonly understood, should be and are given great weight in evaluating the work of the teacher, but they are entirely inadequate as a sole test of efficiency. The president of the board has stated that such results should not be neglected in determining the rank of the teacher, but neither he nor the board is on record that classroom results should be the only standard. In this connection the president has always insisted that it is of prime importance to know just what is meant by 'results,' for, as is evidenced by the answer to question 1, the term has a wide range of meaning.

"5. Adverse criticism should not be given a teacher in the presence of her pupils. Whenever time and opportunity make it possible teachers should be and are advised soon after observation of both favorable and adverse criticism by the principals, supervisors and superintendents. In order not to interfere with the daily program of the teacher, and because of the other duties of the superintendents at that time, it is frequently necessary to make appointments for criticism some time after observation. All principals from time to time have conferences with teachers.

### "Superior" Rating.

"6. The rating 'superior' is generally higher than 'excellent.' The rating 'satisfactory' is not a low one, but includes in its upper limits the teacher commonly spoken of as 'excellent.'

"7. The board considers it unnecessary to give causes for ratings at the time notices of ratings

View showing less than two-thirds of the new HARVARD Freshmen Dormitory Group cleaned by the Spencer Turbine Cleaning System piped underground from a central station.



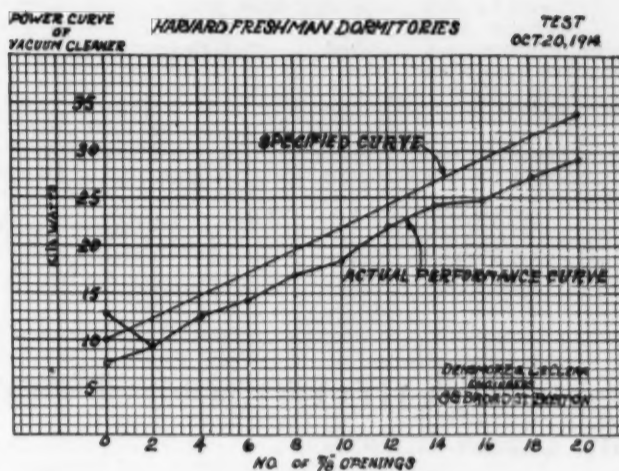
### If Central Heating -- Central Lighting; Why Not a Central Cleaning Plant?

The leading educational institutions appreciate the importance of sucking the dirt out of their buildings thru a tube instead of spreading it around with a broom.

The fact that such institutions as Yale, Harvard and Cornell Universities after a thoro investigation of the proposition have installed several Spencer Central Cleaning Systems speaks for itself.

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are sent to teachers, since it has provided the means for communicating such reasons to teachers by principals, supervisors and superintendents.

"8. Inquiry is made into the attitudes of principals when such attitudes provoke clashes with teachers. Any teacher having a complaint against a principal will have such complaint investigated upon making same to the superintendent or the board.

"10. The fundamental object in the administration of public schools is the proper education of all children and not the payment of salaries to teachers. The board is charged with the responsibility of expending the funds provided it by the city and State in such manner as to provide the best possible opportunities for education. It is, therefore, the duty of the board to establish such departments which, in its judgment and within the limits of its resources, are necessary for the right education of the children."

#### PHILADELPHIA ELECTS SUPERINTENDENT.

The Philadelphia Board of Education, on January 4, filled the office of superintendent made vacant by the resignation of Governor M. G. Brumbaugh, by electing Dr. William C. Jacobs. The election was based upon the determination of the members of the board to choose a strong executive educator, who would be thoroly familiar and capable of dealing with the local situation.

Dr. Jacobs was born on a farm in Juniata County, Pa., on Christmas Day, 1860. During his boyhood he attended a district school. At the age of 20, he became a teacher and two years later he entered the Millersville State Normal School, from which he was graduated with honor. While there he was under the direct instruction of Dr. Edward Brooks, who later became superintendent of schools in Philadelphia.

In 1884 Doctor Jacobs was elected superintendent of schools of Port Carbon, Pa., and two years later he accepted the superintendency at Schuylkill Haven. In 1888 he came to Philadelphia as principal of the Fayette School.

In 1890 he became supervising principal of the Hoffman School, where his work attracted attention from educators. While there he established a printing office, which published the first school

paper to be issued in Philadelphia by an elementary school. He also was a pioneer in bringing visual instruction into use.

The degree of doctor of philosophy was conferred upon Dr. Jacobs by the University of Pennsylvania in 1896. His work leading up to this degree, was taken under Governor Brumbaugh, who was then professor of pedagogy in the University. In 1898 Doctor Jacobs was elected assistant superintendent of schools, and in 1906 he became associate superintendent. When Dr. Brumbaugh tendered his resignation in August last to accept the Republican nomination for governor, Dr. Jacobs was made acting superintendent.

Dr. Jacobs has been identified with practically all educational movements in the city of Philadelphia during the past twenty years. He has been a leader in the introduction of practical studies into the elementary schools, and it is

well known that he will make important changes in the course of study in this direction.

#### FOR A NATIONAL CHILD'S CHARTER.

The need of a national children's charter, codifying the laws in relation to children thruout the United States, was urged before the National Child Labor conference on January 6th, by Miss Julia Lathrop, chief of the children's bureau. Miss Lathrop argued that the task of guarding the thirty million children in the United States is one of the chief duties of the Nation.

"If we ever succeed in getting a children's charter it should be secured with the understanding that it can never be completed and shall never be complete, because the moment it is complete and completed it is dead," said Miss Lathrop. "Conditions change constantly and the needs of children and of the laws affecting them must keep pace with the passing years."

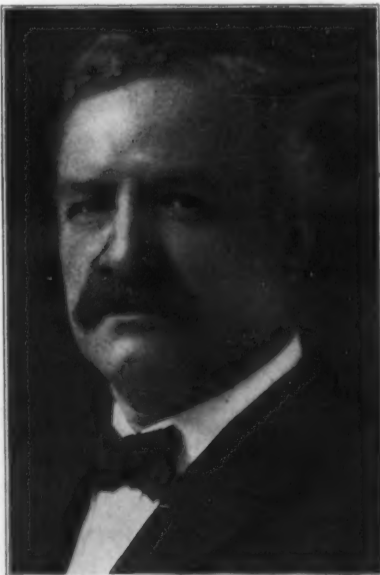
"So far as the work of the children's bureau is concerned, it will be effective exactly in so far as it is backed up by public sympathy and interest. Massachusetts had public schools in 1636, and it took more than 200 years for the Bay State to inaugurate a system of school medical inspection. Only 300 cities have it now, emulating those cities of Massachusetts.

"We have had visiting nurses in the schools for only thirteen years. Juvenile court work began only thirteen years ago, and we have it in but 26 states today. We should be ashamed of what we have not done rather than proud of our progress.

"Still along this line of accomplishment progress has been made, because we have worked together toward a common end with the good of the child as our single thought.

"When we try to carry the same work into industry, we are confronted with a curious diversity of interests. We must consult the interests of the employers; we must consider constitutional technicalities, and we must consult officials of the government, state, and nation. All the points they raise are legitimate and important, but they are secondary. In considering them we should keep before us as the crowning necessity the well being of the child.

"I feel very strongly there should be established a national standard of right living for the



DR. WILLIAM C. JACOBS,  
Superintendent of Schools, Philadelphia, Pa.

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JUNIOR PENCIL SHARPENER



Special School Price .....\$2.00  
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Wonderful value for a very small price. Sharpens every pencil made. Practical point adjuster—not a makeshift—offers choice of points from blunt to fine.

Twin cutters offer perfect support to pencil. No broken leads.

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Sharpens every pencil. Practical point adjuster—no makeshift—offers choice of points from blunt to fine.

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### Automatic Pencil Sharpener Company

615 ATLAS BLOCK

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CHICAGO

30,000,000 children in this country. There should be a national minimum standard for employers. I can think of nothing that would go further in bringing about peaceful and just arrangements with employers.

"We have a national bureau of standards, and the same sweet calm which the acceptance by manufacturers of the standards set by the bureau has brought about in the business world would quite as surely follow the acceptance of a new set of scientific standards for industries of America."

#### SCHOOL CREDIT IN NORTH YAKIMA.

Under the direction of Supt. Selden Smyser, of North Yakima, Wash., a complete plan of school credits for work and study, done in the home, has been evolved and put into operation. Four general requirements are made for credit:

1. No student shall receive more than four credits toward graduation for work done outside the high school.

2. No student shall receive more than one credit, per semester, or two credits, per year, for home work. No student shall receive credit for outside work in more than two different lines of work. In order to insure stability and a reasonable amount of skill on the part of the applicant, students will be encouraged to complete enough outside work along any one line to justify the school authorities in granting two credits.

3. A student applying for credit for outside work will be expected to take those subjects in school most closely related to this work.

4. Before receiving credit for any outside work it will be necessary for students to comply with all conditions imposed by the school authorities and to make all reports required.

Since Agriculture is the leading industry of North Yakima, and the surrounding country, special credit is given in high school for work in the fields and for the study of agricultural subjects. The schools require:

1. Students may earn one credit in Agriculture toward graduation by work completed outside of school during the vacation period.

2. At least 250 hours of work must be completed before any credit will be given.

3. Complete records and systematic reports kept by the applicant, giving all information required, and signed by the parent or employer,

shall be filed with the instructor in Agriculture every two weeks.

4. Applicants shall secure such information as a result of reading, study, and questioning experienced workers, as may be necessary to convince the instructor in charge that the work has been of sufficient educational value to justify the granting of such credit.

5. Pupils wishing to receive credit for this work shall make application for the privilege before beginning the work. Lists of reference books, kind and character of note books, shall be designated by the instructor in Agriculture.

6. An examination covering the work may be given by the school authorities.

7. Work may be done along the following lines:

a. Vegetable gardening work; keeping records of work done in complete form.

b. Feeding of stock, poultry; keeping records of feeds used, amounts, and results obtained.

c. Thinning, picking, packing, marketing, cultivation, and irrigation of fruits.

d. Study of blight, other orchard diseases and pests; complete records of attempts to reduce damage done by these causes.

e. Improving of soils; growing of cereal, grass or forage crops.

f. Keeping records of dairy animals; milk testing records for monthly periods.

g. Care of bees; handling of honey; complete records.

Special rules of the schools for credit for outside work done in Agricultural requirements:

1. Complete one year's work in Agriculture in schools. In the future it is expected that the year's work in school shall precede the outside work.

2. File reports indicating character of work, number of hours, etc., with Agriculture Instructor.

3. Study articles contained in magazines and bulletins designated by instructor.

4. File review of articles read, review to contain at least one thousand words.

#### Credits for Student-Teachers.

Young women who are preparing to teach in the rural schools may receive credit in the North Yakima high school by doing supervised practice teaching in the grades. A total of two credits, of the 32 required for graduation, may

thus be obtained under the following conditions:

1. Two of the 32 credits offered for graduation from the North Yakima High School may be earned by practice teaching in the public schools. Not more than one credit per semester may be earned in this work.

2. Student teachers shall be assigned to the various buildings by the superintendent, and shall assist in such instruction as the principal of the building may direct.

3. Careful preparation and presentation of all lessons shall be completed by student-teachers under the supervision of the teacher and principal concerned.

4. No student-teacher shall receive any credit toward graduation from high school unless he spends at least one hour per day for a semester in this instruction work.

5. Student-teachers shall make written reports weekly to the superintendent. These reports shall be filed on Friday. On the following Tuesday the student-teachers shall discuss these reports with the principal and teachers concerned.

#### Newspaper Work for School Credit.

Newspaper work by high school pupils for which school credit will be given shall consist of work of the kinds, the amount, and the quality stated below:

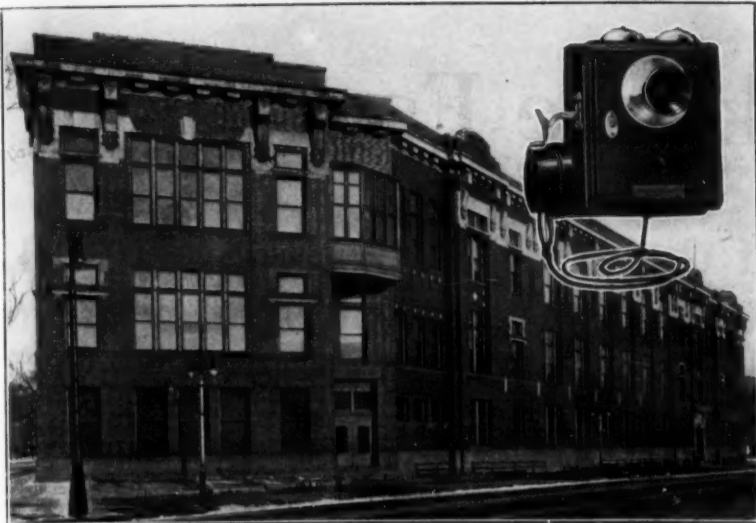
1. Kinds: Reading and study.

Practice and observation.

2. The amount of work required for a school credit shall be from two hundred to three hundred hours, depending upon the nature of the practice work.

3. The quality of the work shall be judged from the record kept by the student of his daily work, the notes and comments upon his reading, the matter written for and printed in the paper upon which the student works, and his efficiency as a reporter. His work shall be judged by the editor under whom he works and the Head of the English Department, and must be satisfactory from both the educational and the editor's point of view, in order that credit may be given.

The Head of the English Department of the High School shall make out a report to the Principal of the high school and the Superintendent of Schools, recommending that credit be given to the students whose work he considers satisfactory. This report shall have the endorsement of the editor of the newspaper.



The Cass Technical High School of Detroit is equipped with a 35-station system of Western Electric Inter-phones. One of the many large schools having this type of equipment

Principals — teachers — scholars will all derive a lasting benefit from a system of

## Western Electric Inter-phones

With one of these serviceable intercommunicating telephones in the principal's office and one in every class room—the principal can place himself in instant communication with any of his teaching staff.

The principal need not take scholars out of the class rooms to act as messengers—while visiting a class room the principal can be located almost immediately from any other class room—in fact every kind of time and step wasting is eliminated by these Inter-phones.

Does your school present any particular problem in intercommunication? If so, we can meet it quickly and efficiently. Write our nearest house, Dept. 203-BA, and tell us what you need.

## Western Electric Company

Manufacturers of the 8,000,000 "Bell" Telephones

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### AN INTERESTING CAREER.

The oldest living school superintendent of the United States is Mr. Jonathan Fairbanks, superintendent-emeritus of Springfield, Mo. Mr. Fairbanks' life story is typical of American pioneer days in the Middle West—a story of devoted service to the cause of education, and of hard, painstaking labor in establishing schools and conducting them under difficult conditions. He is one of the few remaining early educational pioneers who came from New England, and to whom the present generation owes an immense debt of gratitude and appreciation.

Mr. Fairbanks was born in Andover, Mass., Jan. 7, 1828, and consequently celebrated his 87th birthday last month. At the age of five he lost his father thru death, and removed from Ballstown, N. Y., where the family was then living, to Massachusetts. Here he lived with an uncle on a farm and worked until 19 years of age. With ten cents in his pocket and what clothes he had on, he started out to get an education.

In a neighboring village he found a place at \$10 per month and enrolled in the village school during the winter. In the spring of 1847, he entered New Ipswich Academy in New Hampshire with his late teacher, who was at the time preparing for college. He worked his way thru the Academy and in the fall of 1849 commenced teaching in Ashly, Mass. After a year, he removed to Wilmington, Del., and shortly after that to Ohio, where he again taught in a district school for a year. In 1854 he removed to St. Marys, O., where he taught part of one year and then acted as superintendent for nearly seven years. An invitation to come to Piqua, O., as superintendent, caused him to resign and enter the larger field of service where he remained for five years. At the end of that time, he resigned to enter business in Springfield, Mo.

Writing of his early love for teaching, Mr. Fairbanks says: "My first school in Ashley, Mass., was a delight to me. Many of my students were from the Academy of that town, and it was thought I never would teach another such a school, that I was working to make my mark, etc. At any rate, teaching that school took me to Delaware where I found a heaven on earth. But wishing a wider field I struck West, and

after thirteen years in Ohio, went to Springfield, Mo., to engage in business."

Mr. Fairbanks was in business in Springfield for nine years and because of the unusual growth of the community and its importance as a trading post, soon amassed what was considered in that time and country, a fortune. In 1874, however, a general financial upheaval caused him to lose practically everything he possessed. Just at that time the Springfield school board was looking for a superintendent to take charge of the school. The board had employed several men during a very short period of time and had found all of them unsatisfactory. Mr. Fairbanks accepted the offer and has served in the schools continuously since that time, remaining in active work until the summer of 1912.

When Mr. Fairbanks came to Springfield in 1866, the city was a "boom" town of recent establishment, situated on a high table land in the

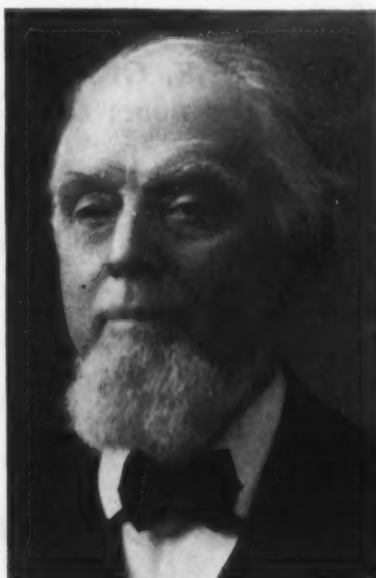
Ozarks, with a population of about two thousand. When he accepted the superintendency in 1874 there were some one thousand children in the schools in charge of fourteen teachers and a superintendent. The community now counts 45,000 inhabitants and has a school system in which two hundred teachers find employment, giving instruction to 8,500 students. There was in 1874 but one twelve-room building in existence for white children and a four-room building for colored children. There are now seventeen modern schoolhouses for white children and three schoolhouses for colored children. In 1874 there was no high school in the city. At present there is a standard Missouri high school, with an enrollment of 1,100 students.

Between 1866 and 1874, Mr. Fairbanks held the office of councilman, mayor of the city and member of the school board successively. In 1912 the board relieved him from active service electing him, at the same time, superintendent-emeritus, with advisory powers and with definite duties. Mr. W. W. Thomas was, at the same time, made active superintendent.

In speaking of his career, Mr. Fairbanks recently said that, all in all, his life has been particularly delightful and gratifying. He has found much satisfaction, as well as pleasure, in teaching. The profession in his estimation, may never lead to riches or great power, but it affords a good livelihood and a peculiarly great opportunity for rendering service not only to the individual children with whom the teacher comes in contact, but also to the entire community and to an entire generation.

The Circuit Court of Adams County, Illinois, recently rendered a decision in favor of the defendants in the case of Lute Phillips versus John Dutton, school directors of LaPrairie township. The court ruled that school directors cannot be made to pay the tuition of a scholar who attends a school not approved by the directors.

The plaintiff resides four and one-half miles from LaPrairie and his son had completed the grade school at that place. Tuition in the amount of \$36 had been paid for the boy's education at the Augusta high school. Later suit was brought to recover the tuition money, but the defendants contended that the Augusta high school had not been approved by them.



MR. JONATHAN FAIRBANKS,  
Springfield, Mo.

## A Remarkable Fact

In the December issue of the AMERICAN SCHOOL BOARD JOURNAL we published a few extracts taken from the School Building Code of the State of New Jersey.

It is a remarkable fact that a great many school people thruout the United States did not realize the existence of the requirements of the New Jersey School Building Code as related to blackboards. We reproduce these requirements once again for school boards, superintendents of schools and schoolhouse architects who are interested.

"The importance of blackboards in the daily work of the school is often very much underrated by school boards and architects. This matter is now generally well planned in new buildings in the cities, but in country districts it is not unusual to find blackboards of very poor quality and unnecessarily limited in amount.

"All available space in the front of the schoolroom, and on the right-hand side, should be given to blackboards.

"These boards should be of slate and of good quality.

"They should be four feet wide (from top to bottom).

"A chalk trough three inches wide should be placed along the lower edge of all boards.

"The following directions for placing blackboards have been issued by the United States Bureau of Education:

"ONE-ROOM BUILDINGS, GRADES I-VII: The board on front wall, 32 inches above the floor; the board on side wall, 26 inches above the floor.

"TWO-ROOM BUILDINGS, GRADES I-IV: The board on front wall, 26 inches above the floor; the board on side wall, 26 inches above the floor.

"GRADES V-VIII: The board on front wall, 30 inches above the floor; the board on side wall, 30 inches above the floor."

From the School Building Code of the State of New Jersey.

---

We Suggest: *Always specify slate.*

# Slate Blackboards

This is the name of a new booklet issued by us. It's free for the asking.

It tells you first about the black Slates of Northampton and Lehigh Counties in the State of Pennsylvania.

It tells you how slate is quarried from good old mother earth, sawed, split, rubbed and shaved ready for delivery at your school building.

It then argues the properties of slate from the standpoint of the user who should never attempt to buy anything but the best, which in its last analysis is the cheapest.

Next, there are specifications on the matter of frames, perfect slate blackboards, sizes, etc.

It's all so good you ought to get a copy and read it for yourself.

Write today--now--to any or all of the following:

Albion Bangor Slate Co., Wind Gap, Pa.

Crown Slate Company, Pen Argyl, Pa.

Diamond Slate Company, Pen Argyl, Pa.

Excelsior Slate Company, Pen Argyl, Pa.

Granville Hahn, Walnutport, Pa.

E. J. Johnson, 38 Park Row, New York City

Lehigh Slate Mfg. Co., Bangor, Pa.

North Bangor Slate Co., Bangor, Pa.

Parsons Bros. Slate Co., Pen Argyl, Pa.

Penna. Blackboard Co., Slatington, Pa.

Phoenix Slate Company, Wind Gap, Pa.

Stephens-Jackson Co., Pen Argyl, Pa.

M. L. Tinsman & Co., Pen Argyl, Pa.

Thomas Zellner, Slatington, Pa.

## High Grade Laboratory Furniture



We wish to call attention to our latest improvement on the Student's Individual Chemical Laboratory Desk—namely, the shelves for re-agent bottles and batteries. These shelves are a valuable convenience.

This Laboratory Desk is made of plain sawed oak, finished and rubbed. The desk is furnished either with 1 1/4 in. soapstone top or with our specially constructed 1 3/4 in. birch top, treated acid proof.

It has six drawers of which five are equipped with our special high grade solid brass master-keyed locks. The front is removable and gives free access to the plumbing.

It has 6 in. x 12 in. oval shaped copper hood, with vent pipe to floor, soapstone sink with brass waste outlet, removable overflow and clean sweep lead waste trap. It also has removable support rods, lever handle gas hose cock and Fuller pantry water cock, with plumbing to floor.

If interested, write for prices and our 72-page catalog

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A private work-table, providing gas, cold water, electricity, crossbar, rods for burret supports, etc. One-tenth h. p. motor is mounted on a slide, which takes up the slack of the belt to the speed reducing gear on the desk top. With this gear it is possible to produce a variety of slow and fast speeds suitable for operating mechanical rotators, polishing heads, toothed wheels, wave, siren and color discs, air compressors, magneto electric generators, and other small machinery used in a laboratory.



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### COMPULSORY CONTINUATION SCHOOLS.

At the last meeting of the League of Compulsory Education Officers at Detroit, November 20-21, the need of regulating the educational life of the children between the ages of 14 and 16, better than it is regulated now, was considerably emphasized. No decision was arrived at what the best form for this regulation would be, whether it would take the form of the compulsory continuation schools, so successfully carried on in Milwaukee, or whether the labor permit should be done away with at fourteen and continued attendance at school up to sixteen should be compelled for all alike.

The first proposition is beginning to be widely recognized as a necessity. It is in the interest of society and the state to regulate the millions of floating educational population when dropping out of school at fourteen, and it is no less in the interest of the industries for this floating population to receive some instruction related to their work. And, so long as they are at work, if they are at work between fourteen and sixteen, the employer has to make some sacrifices by sending them to school in day time. In all such cases, however, there are really no sacrifices because with rare exceptions, it has been found that the increased intelligence, due to the little schooling, pays for the loss of time in prevention of waste of time, material and equipment and better understanding of the work to be done with consequent saving of friction and vexation, and the lessening of often irritating supervision.

In order to offset this loss of time in the day continuation schools some reformers advocate compulsory evening schools. These are not desirable at all. No young people under sixteen, whether in school or not, whether at work or not, should be compelled to go to an evening school.

In European countries, where economy of educational time is a much more urgent subject than with us, they have, in some countries like in Germany, done away with compulsory evening schools, or are doing away with them because of the injury to health and the unsatisfactory results obtained. Evening schools are

for those who feel the need and who are energetic enough to make the sacrifice of time and labor on their own free will—in other words, those who have a strong personal incentive to go.

When we come to the question whether labor certificates are to be refused entirely at the age of fourteen and all children under sixteen are to be compelled to go to school without a break, several aspects present themselves for consideration. Would it be judicious to deprive the families who are really in need of the earnings of the child of that support? Would it be wise for the state, or the municipality, to assume the paternal function of paying an arbitrary sum to the parents, equivalent to the assumed earnings of the child, up to the sixteenth year? Would those who are tired of going to school at fourteen and want to go to work, and the fifty per cent who now drop out with a sixth grade education, be benefited sufficiently intellectually? Would the community be warranted to go to the extra expense of providing two more years of schooling? Shall these two years of extended schooling partake of the character of academic or industrial education and if the latter what form shall it take? If the form is industrial will those two years of industrial school education be equivalent in value to the two years of practical life experience gained by working from fourteen to sixteen? Since we are compelled to find markets in foreign countries for the surplus of our products in competition with foreign countries in all of which vocational life begins at fourteen years of age, can we afford to sacrifice two productive years of our prospective workers? Why shall we not be able with our highly organized educational traditional system to give our young people the same, or similar, preparatory training in the elementary schools as our foreign competitors give their children, thus saving these two years from fourteen to sixteen for productive educational work instead of devoting them to unproductive school work, and thus putting our industries to a serious disadvantage? Since Russian industries have entered in competition with other countries they are feeling the economic disadvantage of their many holidays and there is a clamor for a reduction in the number of the same. Will we increase or decrease the

opportunity for work and the earning of a living for the young people whom we would compel to go to school two years longer, without much particular benefit, if we raise the cost of production by losing these two productive years?

Provided we make the education sufficiently intensive mechanically and technically that it will amount to as much as it can be made without previous prevocational training, will there not be considerable educational waste and the taxpayers' money from the fact that only ten or twelve out of every hundred industrial workers need to be skilled men, and even a less number of girls and the rest become semi-skilled or unskilled workers and have no use for a \$70 or \$80 a year training? Would it not be cheaper, more rational, more in conformity with our national spirit to provide efficient continuation schools and then provide schools where the talented, the energetic, the strong-willed find their opportunity to get to the top and become of value to themselves and to the community and an honor to our schools, instead of trying to level up a lot of mediocre material to discourage the few good ones among them and have the rest sink back into mental stagnation? These are questions worth while to be considered before forcing a continuous school attendance up to sixteen.

Amidst all the flood of discussion about industrial education and the frantic efforts to regulate all human activities and incidentally to protect childhood against spoilage, let us not forget the mental resources of the nation are not only a spiritual, a moral, an ethical and an aesthetic asset, but these mental resources are also the nation's economic asset with which to earn a living and for the people to obtain the material means to keep up the social structure and the stability of our institutions. In order not to disturb the harmonious working and interplay of these ethical and material social forces care should be taken to consider the relation, the regulation and the application of these forces from all points of view; else we overshoot the mark and do harm where we meant to do good.

Paul Kreuzpointner.

Altoona, Pa., December, 1914.

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## For Busy Superintendents

### Supervision of Maine Schools.

Following the example of Massachusetts and other New England states, Maine enacted in 1897 its law providing for the union of towns for the employment of superintendents of schools. Massachusetts originated this plan in 1870, adding the state aid feature in 1888 and still later made the adoption of its provisions obligatory on all towns. All the other New England states with New York and several states of the Middle West have since adopted the original plan of union supervision with such modifications as local conditions have suggested. At first Maine towns were slow to adopt the provisions of the Act of 1897. A few pioneering towns having adopted the scheme, other towns profited by their example and voted favorably on the proposals to form unions. During the past ten years, by figures taken from the Maine school report, it is shown that the process of bringing the State under skilled supervision has been reasonably rapid and that the unions have been encouragingly permanent.

For the year ending July first, 1914, there were 81 unions with 221 towns. These figures report an increase of two unions and seven towns over the preceding year. There were in these 81 unions 2,529 schools; an increase of 82 over the year 1912-13. The towns paid \$47,682 for this supervision while the amount of state aid for this purpose was \$63,643.

Practically 80 per cent of the school population is now under city or union supervision. It is reported that there are numerous instances of towns that desire to secure the privileges of the law but are unable to do so because the neighboring towns have already perfected unions that reach the maximum provisions of the act. It is suggested that in justice to these towns and to the interests of the small minority of children

not served by the present unions, measures to redistrict the state for permanent supervision should be undertaken soon.

### SUPERINTENDENTS AND PRINCIPALS IN CONFERENCE AT THE STATE UNIVERSITY OF IOWA.

The first annual conference offered by the State University of Iowa to the school people of Iowa was held in Iowa City, December 10th, 11th and 12th. The program was arranged with the end in view of making the problem of supervision the central theme, and the conference was designed to interest the school superior in the scientific work along lines of supervision, who were devoting all or a portion of their time to the problems of supervision.

On the program were men of national reputation: President Macbride, who gave the address of welcome, and Dean Jessup, of the College of Education, Professor Charles H. Judd, Director of the School of Education of the University of Chicago, Dr. S. A. Courtis, Director of Research of the Detroit Schools, Mr. E. M. Phillips, State Inspector of High Schools for Minnesota, and Dr. Lotus D. Coffman, of the University of Illinois. From the Extension Department of the University the program drew Professor O. E. Klingaman, Acting Chief, Dr. R. H. Sylvester, Clinical Psychologist, Mr. E. J. Ashbaugh, in charge of school surveys. The other members of the faculty of the College of Education whose names were on the program are, Professors H. C. Dorcas, E. E. Lewis, Irving King and R. M. Stewart.

The following general subjects relating to supervision specifically were discussed: The superintendent's relation to the results of teaching; the supervision of the study period; the supervision of the exceptional child; supervision of teaching reading; supervision of vocational guidance; the superintendent's educational diagnosis; the nature and scope of supervision; and supervisory control by means of objective standards. The following topics related closely to the problem were likewise presented: Provision for initiative; what the State of Minnesota is doing to assist the school superintendent; consolidated schools in Minnesota; and what determines the

efficiency of the school system. In addition, round tables for city superintendents, high school principals, ward principals, and county superintendents were conducted on Thursday and Friday.

On the whole, the conference was wonderfully successful, both as to attendance and interest, and as to the high character of the program. Over 160 school people, from all parts of the state were present, most of whom attended throughout the entire seven sessions. Many of the older superintendents of the state who have been attending large educational meetings throughout the state and nation pronounced the program equal, if not superior to any other meeting ever attended. By unanimous request the conference voted the College of Education and the Extension Division a vote of thanks for arranging the meeting, and requested that the conference be made an annual affair. It was, then, so declared and adjournment was taken until next December.

### AN EFFICIENCY LIST.

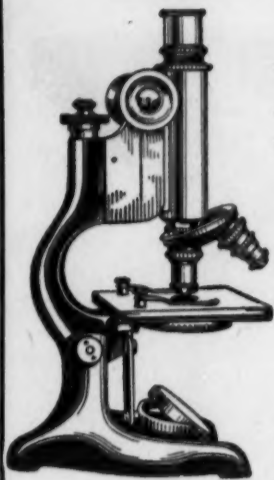
As a means of linking the schools to the community and as a definite factor in making them vocationally efficient, the school authorities of Lincoln, Nebraska, have arranged an "efficiency list" composed of boys and girls in the upper grades.

The plan was devised by Supt. Fred M. Hunter and Mr. W. S. Whitten of the Lincoln Commercial Club, and is fully explained in a letter recently issued to the employers of the city. The letter, in part, says:

As an employer of young men you are interested in securing those who can make themselves of most value to you and your business or profession. It is likewise of vital interest not only to such young men themselves but to the city as a whole that they be able to give the best possible service to their employers and prepare themselves for continued efficiency and promotion.

There are in our schools many young men who must begin work at an early age. It is the purpose of the public schools in connection with the Lincoln Commercial Club to keep a permanent "Efficiency List" of such of these young men as may be able to reach a definite standard of

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reliability and efficiency. The list will be always available and will be sent from time to time to any business or professional man who desires it. Only such boys as have, on their merits, shown the following qualifications are placed on the list:

1. An age of 14 years.
2. Good character—as shown by—
  - a. Truthfulness.
  - b. Obedience.
  - c. Industry.
  - d. Good habits.

**NOTE**—No boy shall be eligible who smokes, (or drinks). If a boy has been a smoker he shall show by a year's abstinence from this habit that he had permanently given it up.

3. Knowledge of Lincoln and Nebraska as shown by his ability to pass with a standing of 90 per cent a test given upon Lincoln and Nebraska.

4. Ability to write a good business letter of one ordinary page in legible hand without error in spelling.

5. Ability to express himself in courteous yet concise and businesslike terms to his employer and business associates.

6. Ability to perform the four fundamental operations and simple fractions in arithmetic, with speed and accuracy.

The Commercial Club and the school authorities have invited suggestions as to the qualifications which they desire in the young men whom they employ.

#### BUSY SUPERINTENDENTS.

Portland, Ore. Final examinations were eliminated at the beginning of the second term upon the order of Supt. L. R. Alderman. Pupils were promoted upon the grades made in the mid-term examinations, in tests at regular intervals and at the end of the term, and on daily marks.

A committee of three experts has been assigned by the University of Washington to conduct a complete survey of the Port Townsend school system and to offer suggestions for improving the course of study and the executive management of the schools. The survey was made possible thru action taken by the school board in October last, asking the University to

select men whom it believed would be capable of conducting such a survey.

Cranston, R. I. Upon the suggestion of Supt. W. C. Hobbs, the school board has abolished the mid-winter graduation exercises for grammar-grade students. The usual semi-annual promotions have been made, as in the past.

Pupils who are in need of their diplomas and who do not wish to wait until June, may be provided with them immediately. They may go to work or may continue their education in the high school until next June.

The school board of Grand Rapids, Mich., thru its educational committee, has taken the preliminary step for a survey of the schools. The survey will be put in motion early in the present year and will embrace all phases of the school system including the management of the business department. The cost is limited to \$1,000.

Following a special report by Commissioner of Education W. C. Wood, on the subject of visual instruction for schools, the California State Board of Education has introduced moving pictures in the elementary and high schools of the state. The Commissioners of Education, in co-operation with the local school boards, act as a board of censorship. The subjects for moving picture exhibitions include pictures of animal and insect life, travel pictures and scenes, and a few selected fictional photoplays intended to emphasize some instructive moral.

A state educational survey commission has been appointed by the Governor of Maryland, which will co-operate with the General Education Board of New York in a scientific study of the school system of the state. The survey committee began its work with the beginning of the present year and the findings will be submitted in the form of a report to the Maryland Commission.

The direct control of the survey work is in charge of the secretaries of the General Education Board, represented by Dr. Wallace Butterick and Dr. Abraham Flexner of New York, and by Dr. Frank P. Beacham, of Baltimore, Md.

A thoro survey of the schools of San Antonio, Tex., has been begun by Professor J. F. Bobbitt, of Chicago. The work undertaken includes an investigation of the organization and administra-

tion; supervision; selection and tenure of teachers; salaries of teachers; instructional needs; an educational program adapted to the local educational needs; the present advantages in vocational studies, and suggestions for improvement; buildings, health, attendance, records and cost of operation.

By a unanimous vote of the board of education, it has been decided to reorganize the Goldfield, Iowa, High School on the six-and-six plan, or the Junior-Senior High School arrangement. By this plan, it is hoped to give the seventh and eighth grades better instruction and better advantages in the way of expert teaching. The minimum salary for high school teachers will be \$70 and from that salary up to \$90 for the high school principal. Each teacher will have had experience and college training, with special work in the subject which she is to teach. It is planned to have a teacher each, for mathematics, science, foreign language, history, etc.

Greater advantages will be given in the seventh and eighth grades in vocational work, as well as in general instruction so as to hold children in school longer than would be possible under the old plan of organization. Goldfield is the first high school in Iowa to organize under the Junior-Senior plan.

Everett, Wash. The double period system has been put into operation in the high school, offering opportunity for supervised study and recitations. The change has made possible the forming of larger classes and a school day beginning at nine in the morning and closing at 3:45 in the afternoon.

New Bedford, Mass. Spanish has been introduced in the high school. The commercial course has been rearranged to give opportunity to students to complete a course in two years. In the Junior and Senior years, additional courses have been introduced and present courses extended in scope. A brief survey of general history has been added, as well as French, Spanish, Accounting and Business Practice. Strictly commercial courses, with bookkeeping and arithmetic have been introduced, displacing History and French in the earlier years. Four options instead of two have been offered to students in the college department.

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All of our cast desks have semi-steel castings. Our break-ages last year were reduced over 50% as compared with 1913 when we used the ordinary gray iron castings. We were the first school desk manufacturers to make semi-steel castings.



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The desks illustrated on this page are only a few of our strictly high grade sanitary products. A full line of Superior sanitary school desks and chairs will be on display at Cincinnati during the Convention of City Superintendents of Schools, from February 22-27. You will find in Convention hall notices advising location of exhibit.

When in the market, if you will write us what you wish to buy we will send you descriptive matter and put you in touch with our nearest representatives, or you may write them direct and have a salesman call with samples.

The following is a list of authorized representatives who sell the Superior line exclusively in the territory which has been assigned to them.

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Cleveland Seating Co., 550 Rose Building, Cleveland, Ohio.	Delaware, Maryland, Pennsylvania, West Virginia, Ohio, Kentucky, Michigan, Western New York, Southern New Jersey.
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North-Western School Supply Co., 1401 University Ave., S. E. Minneapolis, Minn.	Wisconsin, Minnesota, North Dakota, South Dakota, Montana, Wyoming, Idaho and Northern Iowa.
Superior Seating Co., Room 1006 Martin Bldg., 1261 Broadway, New York City.	New England States, Eastern New York, Northern New Jersey.
Superior Seating Co., Cor. 19th & Campbell Sts. Kansas City, Mo.	Missouri, Arkansas, Kansas, Nebraska, Southern Iowa, Southern and Western Illinois.
Peabody School Furniture Co., 625 Quincy Street, Topeka, Kansas.	Utah, Colorado, New Mexico and Arizona.
C. A. Bryant Co., Dallas, Texas.	Texas and Oklahoma.
Southern Seating Co., 137 Chartres Street, New Orleans, La.	Louisiana, Mississippi, Tennessee, Alabama, Georgia and Florida.



No. 43 St. Louis Pedestal Desk.

This type of desk as we make it is the most sanitary desk on the market. The use of this desk makes it possible for the janitor to easily and thoroughly clean his floors.



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Companion desk to No. 29. This is only one of several Superior adjustable desks.



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The Union High School at Huntington Park, Cal., issues a monthly school bulletin, which is entirely prepared by the students in the journalism and printing classes. The bulletin is a handsomely printed and well illustrated monthly, of standard magazine size, the entire contents of which are written by the boys and girls of the journalism and English classes. The illustrations for the same are prepared by the art students and the work of composition, layout, printing, folding and binding is done in the school print-shop. Members of the student body manage the business affairs of the publication, under the direction of a member of the faculty.

### VITALIZING SCHOOL REPORTS.

The troublesome problem of School Reports involving a maximum of red-tape for the teacher and a minimum of attention in the home, is being attacked by the school authorities at Goldfield, Ia., in a practical manner. In the experience of Supt. C. C. Bingaman, and his associates the monthly reports in the high school have not had the serious attention of parents that they deserve, although much time and effort has been given to them by the teachers. The average parent scarcely takes time to look at the school reports and rarely if ever analyzes them, so as to give the proper attention to the failures which may be shown.

To overcome this and to secure serious attention to the progress which children are making, a plan has been devised for reporting only deficiencies to parents. The regular reports are made out semi-annually only, but monthly notices are sent thru the mails on special blanks, asking parents to give attention to their children with respect to deficiencies in studies or in discipline.

In the grades the regular reports are made monthly as in the past, but teachers are required to call the attention of parents to serious failures on the part of their children.

"Not only should this study be made for productive industry, but a similar survey is also needed for commercial pursuits. Such a study should include a descriptive analysis of the whole field of commercial employment, such as banking, accounting, business management, executive service, shipping, salesmanship, and ordinary clerical work. It should also make a

descriptive analysis of specific occupation and should determine such important factors as the demand which the work makes upon the employee with regard to general and special knowledge and the changing conditions which make for new requirements.

### TEACHERS' PENSIONS IN MAINE.

The Maine school report for the year ending July first, 1914, contains the first official statement of the operation of the new pension act passed in 1913. Commenting on this report, it is found that for the year ending July first, 1914, 151 pensions were held. Three of the persons holding pensions died during the year leaving 148 as follows on July first:

Thirty of the pensioners retired since the school year next preceding September 1st, 1913, and were therefore according to the terms of the law entitled to receive full pensions on the basis of their terms of service. Twenty-six of these had served 35 years or more and hence were awarded the maximum pension of \$250. Three had served up to the 30 year limit and received pensions of \$200, while one on the 25 year basis received a pension of \$150. It will be recalled that the law makes provision for those who had retired prior to the date of the provisions of its enactment being granted pensions on the basis of one-half that given to those in active service after its enactment. Of those pensioners to whom the retro-active feature of the law applies, 55 received \$125, 37 on thirty years of service received one-half the medium pension or \$100, while 29 on the 25 year basis received one-half the medium amount or \$75.

Relative to the claim that the enactment of this pension law would increase the efficiency of the public schools, the report says:

"Not only have teachers whose efficiency has become impaired been retired, but a burden of anxiety has been lifted from the lives of a great many teachers who have hitherto been oppressed by the knowledge that their meager wages were affording little or no opportunity for saving against approaching age. The cost of this act will be but a fraction of one per cent of the total expense for education and will yield advantages that will directly or indirectly reach every school." \* \* \*

### INTRODUCES HOME CREDITS FOR COUNTRY SCHOOLS.

Supt. B. L. Birkbeck, of Jo Daviess County, Illinois, has recently devised a home credit system for the rural schools of the county. Following is a list that is made out by the children each week, and after being signed by the parent, is presented to the teacher who makes the report on the card at the end of the month:

Work	Credits
Building fire in the morning.....	1
Milking cow .....	1
Cleaning out the barn.....	2
Turning cream separator.....	2
Currying a horse .....	2
Gathering eggs .....	1
Feeding and watering chickens.....	1
Feeding hogs .....	2
Feeding and haying a team.....	2
Feeding two cows.....	1
Churning butter .....	2
Making butter after it is churned.....	2
Blackening a stove .....	2
Making and baking bread.....	10
Making biscuits .....	2
Getting an entire meal.....	6
Setting the table, only.....	2
Washing and wiping the dishes.....	6
Wiping the dishes.....	3
Sweeping one room .....	1
Dusting furniture, rugs, etc., one room.....	2
Scrubbing a floor .....	4
Making a bed .....	1
Washing, ironing and starching own clothes worn at school .....	20
Bathing .....	6
Practicing music lesson (30 minutes).....	6
Clean hands, face and nails at school (teacher to judge) .....	1 to 4
Splitting and carrying in kindling.....	1
Splitting and carrying in wood (day's supply) .....	4
Carrying in coal (two scuttles).....	1
Brushing teeth .....	1
Retiring before nine o'clock.....	1
Sleeping with window open.....	1
Washing and drying cream separator.....	2
Pumping and carrying in water (two buckets) .....	1
Driving up cows or horses.....	1
Cleaning a lamp.....	1
Making or baking a pie or cake.....	2
Total .....	

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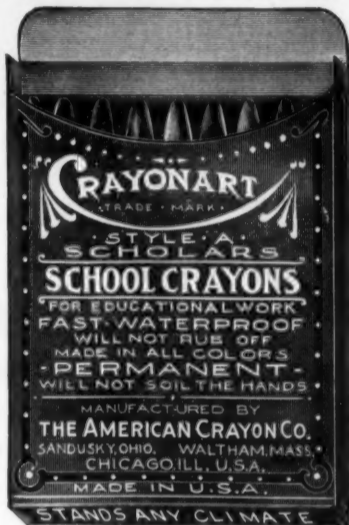
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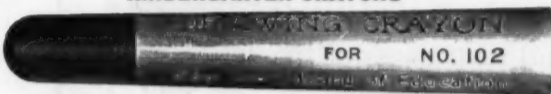


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## School Board News

### The High School "Frat" Question.

In a decision in the High School fraternity question handed down on January 4, Assistant Commissioner of Education J. Brognard Betts, of New Jersey, upheld the power of the School Board to prohibit pupils from joining fraternities or other school societies which, in its judgment, are prejudicial to the best interests of the school or its pupils, but ruled, on the other hand, that the Board is without authority to exact from a pupil a pledge not to join such a society or organization during his or her membership in the school.

The decision was rendered in the case of Spence vs. Board of Education of Atlantic City. On October 1, 1914, each pupil in the Atlantic City High School was asked to sign a printed pledge disclaiming membership in any school society or organization disapproved by the Board and promising not to become a member of such a society or organization during the time he or she remained a member of the school. John Spence, a pupil in the High School, refused to assent to the provision governing his future action and was suspended from school. His father subsequently engaged an attorney to appeal the case to the Commissioner of Education.

The following is an extract from the text of the decision:

"The Defendant Board in prohibiting pupils in the High School from being members of fraternities, sororities or other school societies composed of High School pupils, acted well within its powers. I have no doubt as to the right of a board of education to prohibit pupils from joining fraternities, sororities or other school societies which, in its judgment, are prejudicial to the best interests of the school or its pupils, even tho the meetings of such societies are not held in the schoolhouse, or on a school day. School secret societies are generally regarded as detri-

mental to discipline, and to the best interests of the pupils.

"The Defendant Board erred in directing each pupil to sign a pledge 'not to become a member of such a society or organization during the time I remain a member of this school.' I do not believe that a board of education has the power to punish a pupil for refusing to promise that sometime in the future he will not commit some act prohibited by the Board. In this case, it is admitted that the Petitioner, John Spence, does not belong to any fraternity or other organization prohibited by the Defendant. His sole offense is that he refused to promise that he would not in the future join any society deemed by the principal and teachers injurious to the best interests of the High School. A pupil should not be denied school privileges except for the most serious offenses. In this case, the punishment, if the Petitioner was liable to punishment, was entirely too drastic.

"It is ordered that the Petitioner, John Spence, be immediately restored to his class in the High School under the control of the Defendant."

### AMONG BOARDS OF EDUCATION.

Boise, Ida. Upon the suggestion of the superintendent, the school board has opened a special room for retarded pupils. In addition to regular academic subjects, instruction is given in manual training.

The school board of Boston, Mass., has requested a report by the superintendent and by the director of school hygiene on what has been done and what can be accomplished in aiding backward pupils. It is estimated that there are at least 10,000 pupils over-age for their grades who might prove excellent students in industrial subjects.

Chicago, Ill. The school board has installed time clocks in the executive offices. Employees are required to "punch" the clock on arriving and on leaving.

Everett, Mass. The school board has ordered the placing of red flags on the schoolhouses on stormy days to announce the fact that no school sessions will be held.

The school board of Boston, Mass., has taken steps toward the opening of a disciplinary day school in a central location for delinquent children. With the closing of the Parental School

last fall, a number of boys were detained at the regular day schools and were placed under the supervision of Mr. George C. Minard, former superintendent of the institution. It is planned to separate these boys from the other children and place them under special instructors.

Harrisburg, Pa. Upon the recommendation of Supt. F. E. Downes, the school board adopted plans for changing from a nine-year elementary system to an eight-year system, made provisions for semi-annual promotion thruout all grades, and adopted a complete individual card record system.

The school board of Minneapolis, Minn., has changed the name of the executive agent to "Assistant Superintendent in Charge of Business Affairs of the Board of Education." An appointment will be made in the near future to fill the vacancy caused by the resignation of F. E. Reid-head.

Portland, Ore. The school board has reduced the elementary school course from nine to eight years. The change became effective in February and is limited to the grades below the sixth. Students of the upper grades are not affected by the change and continue with the former course of study.

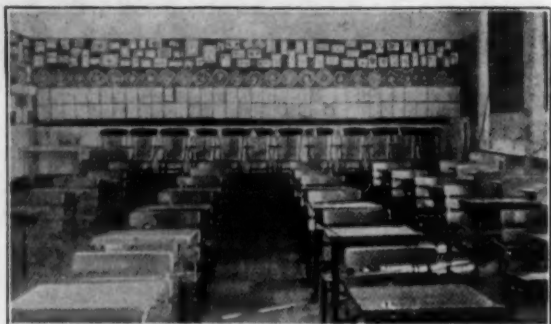
Lynn, Mass. Upon the recommendation of one of the new members, the school board has taken steps to organize an advisory board for the complete control of high school athletics.

Somerville, Mass. Mid-year graduations for eighth-grade students have been put into operation in the elementary schools. Simple exercises will be held in the high school auditorium.

The school board of Lowell, Mass., has taken action toward the purchase of an automobile for the use of the building department.

Springfield, Ill. The school board has eliminated the custodians' committee which has formerly had under its supervision the work of the school janitors. In the future, janitors will be directly subject to the orders of their principals, and indirectly to the superintendent of schools.

Pawtucket, R. I. The school board has ordered that desk room be provided in the office of the school clerk for the chief janitor. Fixed office hours have been arranged so that heads of committees, principals and the superintendent may easily locate him and may be able to hold conferences at stated times.



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TRENTON, N. J.

New York, N. Y. Restaurants have been opened in 24 public schools. Cooking classes, under the direction of experienced teachers, prepare and serve the lunches to hungry pupils. A fund of \$9,000 has been raised to cover the expense of the work.

Galveston, Tex. The serving of hot lunches during the noon hour has been put into operation at the Rosenberg and San Jacinto Schools. The food is prepared and served under the direction of the local Child's Conservation League and plates, cups and spoons are furnished. The league is equipped to care for from 700 to 800 children.

Spokane, Wash. Sixty janitors in the local schools recently organized an "Engineers' and Janitors' Association." The Association is the first of its kind on the Pacific Coast and seeks to promote social and educational intercourse among the members.

Hackettstown, N. J. The school board has provided adding machines for the schools.

Cleveland, O. A recent preliminary report of the welfare committee to the school board, shows that the public school buildings were used by 120,511 persons during the past year for social center meetings, entertainments and gymnasium work. Seventy-four buildings were used by 298 organizations for a total of 1,932 gatherings.

The auditoriums were used 488 times and the gymnasiums 1,444 times. The cost to the board was \$6 per night for each school. It is planned during the next year to centralize gymnasium work and to employ a paid supervisor.

Boston, Mass. The school board has amended its rules governing the selling of school supplies and the giving of awards to pupils. The rules read:

No teacher shall sell or keep for sale any books, stationery, or other articles required for use in the schools, award diplomas or prizes to pupils, or solicit any present from them; provided, that this restriction shall not prevent the sale at cost of articles or of food made or prepared by pupils in their pursuance of a course of study in sewing, cookery, manual training or special classes upon such methods as may be approved by the superintendent and by the business agent.

The Chicago board of education has under consideration the report of a special committee showing that publishers holding adoptions have violated their contracts under the provisions of which no books are to be sold at a price higher than is charged in any other city or state. The publishers involved in the report declare that the higher prices are due to the "open list" form of the adoptions made by the board.

Boston, Mass. The school board has ordered that the Director of Evening and Continuation Schools arrange for the use of rooms in school buildings occupied by evening schools for committee meetings in connection with school center work. The expense for the same is to be charged to the appropriation for the extended use of buildings.

Waterbury, Conn. The superintendent has given notice that janitors of schools located in the vicinity of heavy traffic, or in the immediate vicinity of railway tracks, shall station themselves in front of the buildings during the closing hours. They are to be responsible for the safe conduct of the children past dangerous crossings.

Milwaukee, Wis. The school board has discontinued the custom of paying the expenses of employees to conventions and has ruled that assistant superintendents, principals and supervisors who may attend educational meetings in the future shall do so at their own expense. The ruling was made following a discussion relative to the payment of traveling expenses of the supervisor of cooking and sewing to the Industrial Teachers' Convention at Richmond.

An inspection blank on fire conditions has been compiled by the state fire marshal of Illinois for use in the schools. The blanks have been placed in the hands of the fire chiefs in all the cities for distribution to teachers. They contain questions on fire conditions and fire hazards and are taken by the pupils into the homes where they are filled out and returned by the teachers. The information contained on the blanks makes it possible for the chief to come in close touch with defects and conditions in homes which might escape his notice. It is also intended that defects shall be made known to the owners or occupants of the buildings in order that they may be remedied by the proper person.

Haverhill, Mass. The school board has revised the rules governing the pay of substitutes, to provide that teachers who have taught for more than eight years shall receive \$15 per week. The former rates of \$7.50 per week for instructors of less than one year's experience, \$9 for teachers of one to three years' experience, and \$10 for teachers with from three to five years' experience have been retained.

Haverhill, Mass. Upon the suggestion of Supt. Clarence Dempsey, the school board has appointed a preceptorial teacher for the high school, whose duties will be the aiding of backward students and the management of the high school library. There are over 800 students in the school and from eighteen to 38 recitations in a school day with the result that the instructors have no time to assist those who may be falling behind in their studies.

Supt. Charles E. Chadsey, of Detroit, Mich., has ordered that teachers in the public schools devote a part of each day to a discussion of the world war. They are at no time to take sides for or against any nation but are to place emphasis upon the necessity for peace both now and in the future.

#### PERSONAL NEWS OF SCHOOL OFFICIALS.

Cleveland, O. Mr. Frank G. Hogen has been re-elected Director of the Public Schools for a two-year term, from January, 1915 to January, 1917.

Reading, Pa. Mr. J. Edward Wanner has been re-elected president of the board of education for his eleventh term.

Canton, Mass. Dr. P. W. Murphy, a member of the school board, and school physician, died in December last, following an automobile accident. Dr. Murphy was 38 years old.

Mr. Charles N. Fessenden, assistant secretary of the Chicago board of education, died December 23 from an attack of heart failure. Mr. Fessenden had been in the employ of the board since 1889. He was 68 years old.

Chelsea, Mass. Mr. Edward H. Lowell, a member of the school board for nineteen years, has been unanimously re-elected president for a fifth term.

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We request of you to investigate the details as given in our booklet "A8." See American Steel Sanitary Desks in use when you visit Cincinnati at the

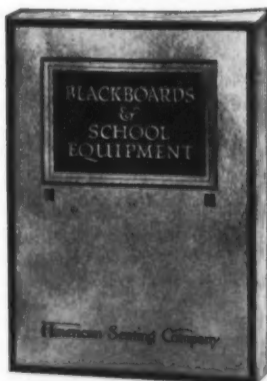
Mt. Auburn School  
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and other schools which the Board will only be too pleased to advise you of.

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### Blackboards and School Equipment

Those who are not familiar with the volume here illustrated, undoubtedly, do not realize that this book is an exceptional one in the school field. It is not merely a price list of school supplies, but it is a descriptive text book as well as a guide for the economical buyer of school room essentials. We will be more than pleased to forward a copy to you upon request for catalog "A38."



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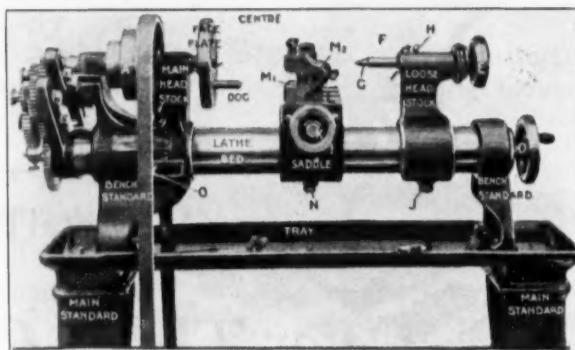
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|---|--|
| A. Three-step belt pulley or cone on headstock mandrel.               | K. Hand wheel for turning screw which operates.  |
| B. Gears for operating lead screw (shown in detail in end elevation). | L. Top, or cross, slide of slide rest carrying   |
| C. Leading screw gear.  | M. Tool post made with   |
| D. Wheel for traversing saddle by hand by leading screw.              | M1. Gap for turning, facing, or parting tools, and   |
| E. Hand wheel for moving.   | M2. Hole for boring bar.   |
| F. Tailstock barrel with  | N. Bolt for swivelling adjustment of saddle for milling, etc.  |
| G. Back centre.   | O. Handle operating clutch, connecting saddle with leading screw, for bringing the slide rest into action. |
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## School Room Hygiene

### FAILURE OF FUMIGATION.

That fumigation of rooms, as at present done with formaldehyde gas, is not an unfailing means of removing infection, has been recently pointed out by Dr. Charles F. Pabst of Brooklyn. School authorities who are responsible for the disinfection of schoolrooms, will find the conclusions of the study made by Dr. Pabst and printed in the Medical Record of interest:

In 1895 almost every city in the United States relied on sulphur dioxide for disinfecting purposes. It was known to have no penetrating power, yet health officers used it because nothing better was available. This, therefore, was just the time for "something new" to be introduced, and accordingly, formaldehyde gas was brought to the attention of sanitarians. Being more penetrating than sulphur dioxide, it became popular very quickly, and today it is employed more frequently than any other agent for fumigation.

Formaldehyde, which was introduced at the psychological moment, became the favorite in a short time, and was adopted without the usual careful study. Even now we use a control test for disinfection, which test is not absolutely reliable, and which is the chief cause for the unfounded faith in formaldehyde. This control test is conducted in the following manner: After the room has been properly sealed, a white thread about one or two inches in length and infected with typhoid bacilli or some other favorite organism, is exposed to the action of formaldehyde. This thread remains in the room until fumigation is completed, and is then placed in a sterile envelope and taken to the laboratory for examination. The thread is placed in sterile bouillon and incubated for 24 to 48 hours. If there is no growth, it is inferred that the room has been properly disinfected. This deduction is not correct, however, and herein lies the fallacy of fumigation. The thread when it is placed

in the bouillon contains sufficient formaldehyde to prevent the growth of organisms, and a negative result does not mean that the germs are dead. If, instead of placing the entire thread in the culture media, we first cut the thread in half, and place one-half in the culture media and heat the other half for a few hours to drive off the formaldehyde, we frequently find that the tube containing the heated portion of thread shows an active growth of organisms, whereas the result is negative with the thread treated in the usual manner. This means that when the sickroom is aired and heated, the germs, which the formaldehyde rendered inactive, again begin to multiply and become a menace.

This fact also explains why some men are getting just as good results without so-called disinfection as with it. As a matter of fact, they are dealing with the same condition in each case. A well known health official shows by statistics that there were as many cases of reinfection after a room was apparently disinfected, as when no attempt was made to disinfect.

It is essential that we thoroughly investigate the action of formaldehyde fumigation, and that we hesitate before condemning disinfection itself, because of false beliefs based upon unreliable control tests.

### A Letter to Parents.

The city health officer of Coeur d'Alene, Ida., recently issued circular letters to parents of school children relative to contagious diseases. The letters sought to impress upon the minds of parents the fact that "Prevention is Better Than Cure" and explained how attention to the prevention of epidemics would obviate the closing of schools and protect the health of the children and the public at large.

The letter, in part, reads:

"To the Parents of School children:—An earnest effort is being made this year to keep con-

tagious diseases out of the schools of the city.

"The plan followed is that of having the teachers refer all suspicious cases to the health officer, or other physicians, for examination. If the cases are found to be contagious, or there is a suspicion to that effect, they are sent home with a note to the parents advising them to have the cases looked after by the family physician—if necessary—or until the suspicious symptoms are abated in any case.

"In any case it is necessary to have a physician see them before re-entering school, and if it is safe for them to re-enter, he will give a certificate to the principal or teacher to that effect.

"It is desired that we may have the willing cooperation of parents in this work to the end that we may keep the schools uncontaminated, and thus make the schools more effective on the one hand, and prevent epidemics of contagious diseases on the other.

"Special caution is necessary in regard to scarlet fever. It is essential to remember that the child may not be very sick, that the rash may be fleeting—only lasting a few hours at the most—and that throat symptoms may be altogether lacking.

"The only safe rule to follow with this disease is to view with suspicion all cases of slight fever following in the course of a few hours up to two days by a rash, report the case to your physician or the health officer at once; keep other children in the family out of school, and all other persons out of the house until it is definitely settled that the trouble is not scarlet fever.

"One case passed over and allowed to go to school or mix with other children will set at naught the best efforts of health officials, and spread disease broadcast over the city.

"Let all co-operate and make the city of Coeur d'Alene, and the public schools in particular, safe places for our children to live in.

Respectfully,  
John T. Wood, Health Officer."

### Medical Inspection in Maine.

According to the Maine school report for 1913-14, the medical inspection act of 1909 provided for the appointment of school physicians.

# ANNOUNCEMENT



WE desire to say to all Superintendents of Schools and members of school boards having to do with Manual Training that our new Catalog of Wood Working Machines for school work is now ready for distribution, and that everyone interested is entitled to a copy.

This book has been designed with a view to assisting the teacher, to some extent at least, in his class work. It contains illustrations of how to operate wood working machines, taken from life poses of students at work. It shows detail plans of how machines are constructed and floor plans, giving the order of arrangement of tools in the wood working division of a modern school which has the most complete wood working machine equipment in the country, — The Buffalo Technical High School.

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EXECUTIVE AND GENERAL SALES OFFICE: ROCHESTER, N. Y.

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During the first full year of the operation of the medical inspection act there were employed forty-nine school physicians and 87,000 children were given the eye and ear tests. Last year with a better understanding of the law, examinations were more generally and effectively given. In this last examination 114,529 children were given the eye and ear tests with the result that 11,980 were found to have defective vision and 3,673 to have defective hearing. Forty-four were found who were totally blind.

Superintendents report that much difficulty is experienced in securing the attention of parents to the notices that are sent. The school examination is intended only to reveal gross defects and should be followed with examination by an expert and when necessary with treatment. In many cases, by the report of local officers, it appears that less than half the cases receive the subsequent attention that the notification should imply.

Last year 33 towns and cities acted favorably on that clause of the law which authorizes the appointment of school physicians, 53 of whom were employed at a cost of \$4,938.

This average cost of less than \$100 for each physician employed indicates a generous professional spirit on the part of the men who have served as medical inspectors and implies that few towns need reject a plan of medical inspection on the score of expense. The amounts paid by towns for this service ranged from \$8 to \$800. In numerous instances service was secured at \$25, \$50 and \$75 a year. The average service rendered by each physician amounted approximately to eight school days. These physicians found, during the year, 7,638 pupils who should be reported to their family physicians for further examination and for treatment for physical defects or infectious disease.

The duties of school physicians extend likewise to an inspection of school buildings and premises with proper reports on the condition thereof. It is hardly possible to over-estimate the important and beneficial results of the medical inspection already in practice. Pupils formerly accounted dull have with a recognition of their needs been given proper consideration and correct physical and educational treatment. Infectious diseases have been detected in their

early stages and their rapid spread prevented. School premises have been made more sanitary and wholesome.

The experience of the State during the few years the act has been operative justifies the more rapid adoption by other communities of the full provisions of the law.



A School Playground in a Congested District of San Francisco Offering Practically no Space for Outdoor Exercise and Play. A Concerted Effort is Being Made by the School Authorities and Social Workers to Obviate Altogether, this Condition.

### MEDICAL INSPECTION RULES.

Austin, Tex. The school board has adopted rules for the protection of children against contagious and infectious diseases. Teachers, principals and school nurse are required to enforce them. The rules read:

"On the opening of school teachers shall carefully observe the general expression of all the pupils in order to determine whether or not they present appearances suggestive of the advisability of an examination by the family physician or the school nurse.

"No pupil shall be permitted to attend the public schools who is suffering from any disease which renders his presence detrimental to the welfare or safety of other pupils or to himself.

"Any teacher believing that a pupil in his room is suffering from a communicable disease shall at once bring the case to the attention of the principal of the school, who shall immediately notify the school nurse.

"No pupil or teacher living in a house in which a contagious disease prevails shall be allowed to attend school during the prevalence of such disease, except by the permission of the City Health Officer.

"In cases of measles, mumps, chickenpox and whooping cough the brothers or sisters of the affected pupil who have had the diseases may continue in school. The quarantine must be enforced for those who have not had the diseases.

"No child who has trachoma shall be admitted except on the written statement of an oculist that the child can return to school without danger of infection.

"No pupil who has had diphtheria shall be permitted to return to school until the expiration of 21 days after the removal of quarantine. Pupils who have been exposed must not return to school until the expiration of fourteen days after the last exposure.

"No pupil who has had scarlet fever shall be permitted to return to school until the expiration of thirty days after the removal of the quarantine. In cases of exposure pupils shall not return to school until the expiration of ten days after the last exposure.



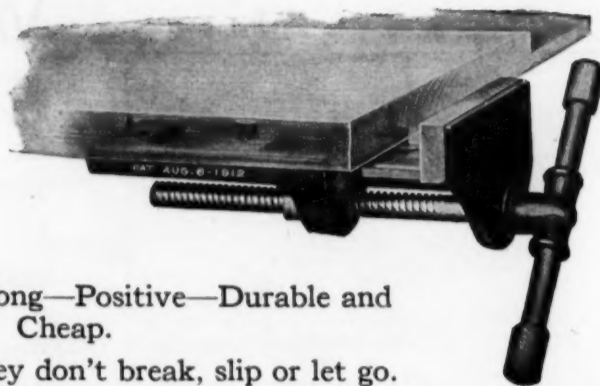
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They don't break, slip or let go.

It has the advantages of the continuous screw vise and is as rapid as the so called quick acting vise.

It is not an experiment but has been thoroly tried out and perfected.

Made with or without dog for holding work on top of bench.

The very thing to replace your worn out wooden vises at small expense.

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72 Commercial St. Worcester, Mass.

"Pupils who have had measles shall not return to school until 21 days after the date of eruption.

"Children who have had mumps shall not return to school until the disappearance of all swelling and tenderness in the region of the parotid glands.

"In whooping cough children shall not return to school until after the spasmodic coughs have ceased.

"In cases of chickenpox children shall not return to school until the expiration of 21 days from the date of eruption.

"Skin and hair: The attention of the school nurse should be called to any of the following conditions: (1) Skin and hair, animal parasites or nits in the hair; (2) crusts or scaly patches or sores about the face, hands or neck; (3) crusts in the scalp or loss of hair; (4) any chronic eruption on the feet of children going bare-foot.

"Eyes: Any difficulty in vision; sensitiveness to light; redness of the eyes, and discharge from the eyes or lids; crusted condition of the eyelashes.

"Deafness: Children who are slightly hard of hearing are often thought to be stupid, when as a matter of fact they do not understand distinctly what is said to them. This impression is frequently increased because the most common causes of deafness are conditions which render normal breathing thru the nose difficult, and such children present a stupid appearance on account of holding their mouths open in order to breathe. Principals should bring such cases to the attention of the school nurse.

"In cases of the illness of children with diphtheria, scarlet fever, measles, mumps, or small-pox, principals must require a certificate from the City Health Physician before they shall be permitted to return to school."

### SCHOOLROOM HYGIENE.

St. Paul, Minn. Thru the placing of muslin-covered screens in the windows of the school-rooms fresh air has been introduced in the rooms without the danger of drafts. Up to the present time, 1,067 screens have been placed in accordance with the directions of Dr. E. A. Meyerding, school physician.

Klamath Falls, Ore. In a campaign to improve the sanitary conditions of every school district in Klamath county, the post of "school health officer" has been created and in each school one pupil is elected for the term. He is given a neat star of authority. The duties of this pupil are to see that the sanitation is as good as possible in every way. Ventilation, heat, lighting, condition of the rooms, water supply, lavatories, etc., also come under his observance and in this way it is hoped that much more interest will be taken in raising the standard of the school environments.

Dallas, Tex. A school nurse has been employed. Her duties are limited to the detection of physical defects or diseases which need treatment and which may escape the attention of teachers and parents.

Pittsburgh, Pa. Beginning January first, clinics were opened in four school buildings for the treatment of the eyes and teeth of children. Experienced dentists have been placed in charge of the clinics. The cost of operation is estimated at \$8,000 for the first ten months.

Oshkosh, Wis. A recent monthly report of Supt. W. N. McIver called attention to the added emphasis to be placed on the subject of physiology and hygiene during the present school year. In explanation of the purpose of the study, Mr. McIver said: "The work in certain grades will be made more formal than in the past. There is an increasing appreciation of the fact that the development of strong, healthy bodies and the need and practice of correct methods of living are important functions in the school. The economic loss to individuals and community because of ill health induced by preventable causes is enormous, to say nothing of the suffering and misery caused by unnecessary sickness. In this matter the schools can do a great social service."

Davenport, Ia. A recent report of the medical inspector shows that forty per cent of the pupils with physical defects are suffering from bad teeth. Attention was called to the need of dental treatment for such children in order that satisfactory progress in school might be made.

Colorado Springs, Colo. Arrangements have been made for the opening of a dental infirmary for school children. The sum of \$800 has been

obtained to cover the equipment and the running expenses.

Erie, Pa., has opened a dental clinic for the benefit of school children. A medical inspector is in charge and a room has been set aside for the purpose.

Davenport, Ia. Following the taking of a psychological census in June last, a special class has been opened for subnormal children. Fifteen children are in attendance.

Pontiac, Mich. Physical examinations of school children by a physician and school nurse have been begun. Visits will be made daily to the schools for the purpose of examining children who complain of illness or who have reported illness in their families. Each school will be visited at least once every two weeks after the work has been started and records will be kept showing the health of the students from year to year.

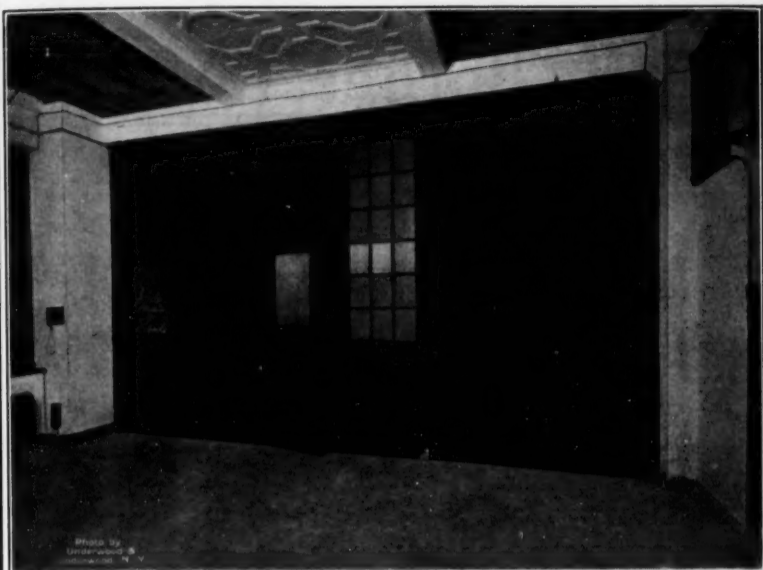
Yarmouth, Me. The school board has adopted a rule providing that any pupil who is absent from school for five consecutive days, on account of illness, shall bring a certificate from an attending physician. Where no physician has been employed, the child may be referred to the local board of health.

Jacksonville, Fla. The board of health has passed a rule requiring that pupils in the schools who have recovered from communicable diseases, shall present a health certificate signed by the health department, before they re-enter the schools.

Rock Island, Ill. Cards bearing the inscription "Too much fresh air is just enough" have been placed in the school buildings. The cards were devised and prepared under the direction of Supt. E. C. Fisher.

Fifty of the rural schools of Waupaca County, Wisconsin, have begun the serving of warm lunches to pupils. The lunches are prepared at the schools by the pupils and teachers from materials furnished by the schools or by the parents.

Minneapolis, Minn. The penny lunch plan has been introduced as an experiment in the Clay school. The preparation of food and the management of the lunchroom have been placed in



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charge of a committee of the local women's club and parent-teachers' association.

Pittsburgh, Pa. To provide for the physical betterment of the schools, five fully equipped dental clinics have been opened. Ten registered dentists are on duty six days each week, caring for the teeth of children who enter the lower grades. An optical department has also been opened for the benefit of children who need spectacles for the remedying of eye defects.

### MEDICAL INSPECTION.

Selma, Cal. The school board has passed a resolution requiring that applicants for teaching positions shall present certificates from physicians showing that they are free from any contagious or communicable disease. It is believed the ruling will obviate the resignation of teachers during mid-term on account of ill-health.

A report of the Director of School Hygiene, Boston, Mass., for the year 1914-15, gives a summary of the results obtained in tests of the hearing and vision of school children above the second grades. The data for the respective tests is as follows:

Number of pupils tested in vision.....	91,326
Number of pupils normal in vision.....	80,287
Number of pupils defective in vision.....	11,039
Number of pupils wearing glasses.....	5,754
Number of pupils normal, wearing glasses.	3,309
Number of pupils defective, wearing glasses	2,435
Number of pupils defective, not wearing glasses.....	8,604
Number of pupils corrected in vision.....	2,733
Number of pupils tested in hearing.....	93,024
Number of pupils normal in hearing.....	90,486
Number of pupils defective in hearing.....	2,538
Number of pupils defective in vision and hearing.....	588
Number of pupils corrected in hearing.....	4,896

Canton, Ill. Medical examinations of high school students were recently made by local physicians. The statistics compiled from the reports of the physicians show that the pupils who are most advanced in their school work are those with the best health. Of these, 12 per cent were found to be suffering with bad tonsils. Of the pupils doing normal work, 56 per cent

had bad tonsils. Among the retarded pupils, 49 per cent had a similar defect.

Of the entire number examined, 13 per cent were suffering from adenoids, the percentage among pupils doing normal work being 23 per cent and among retarded pupils, 49 per cent. There was not a case of adenoids among the advanced students.

Nine per cent of the pupils examined had some sort of eye trouble, six per cent of the normal pupils having bad eyes and 13 per cent of the retarded pupils. Again there were no cases among the advanced students.

Seventeen per cent of the pupils had bad teeth; seven per cent of the advanced pupils were suffering from this handicap, while twelve per cent of the normal pupils and 25 per cent of the retarded were similarly afflicted.

Of the children in need of immediate medical attention, seven per cent of the advanced pupils fell in the group. Seventeen per cent of the normal pupils and 25 per cent of the retarded pupils were also included.

The examinations are made by the physicians without charge and a school nurse follows up all cases in need of immediate attention.

The first complete physical examination of country school children in Wisconsin was recently reported by Dr. W. C. Bennett, of Rhineland, deputy state health officer, showing the results obtained in Oneida County. A total of 1,041 children were examined, of which 553 or 51 per cent were boys.

The examinations revealed that 7.9 per cent of the children are sickly, 8.7 per cent have abnormal skin, 5.8 per cent have inflamed eyes, 12.5 per cent have defective vision in both eyes. It was brought out in the tests that 304 children are afflicted with headaches; that 13.7 per cent complain of earache, 15.3 per cent have defective hearing in one ear and 4.2 per cent in both ears.

Dr. Bennett discovered that there is an apparent relation between decayed teeth and ill health among school children. Of 134 cases of earache, 73 per cent had decayed teeth; of 180 mouth breathers, 60 per cent had decayed teeth, and of 56 who had goitre, 64 per cent had decayed teeth.

The School District of Harrisburg, Pa., has established a free dental clinic and has employed two local dentists to conduct the work.

### COMING CONVENTIONS.

Feb. 4-5—School Directors' Section (Pennsylvania State Teachers' Association) at Harrisburg. H. A. Boyer, Pres., Harrisburg.

Feb. 4-5—Southeastern Kansas Teachers' Association at Pittsburg. Mr. A. A. Hughart, Pres., Coffeyville.

Feb. 5-6—Vocational Education Association of the Middle West at Chicago.

Feb. 11-12-13—Western Minnesota Teachers' Association at Granite Falls. J. G. Norby, Pres., Madison, Minn.

Feb. 12-13—Kansas Superintendents' Association at Emporia. G. W. Gowans, Secy., Winfield.

Feb. 12-13—Southern Wisconsin Teachers' Association at Madison.

Feb. 18-19—Central Kansas Teachers' Association at Hutchinson. Eleanor Harris, Secy., Hutchinson.

Feb. 19—Massachusetts Superintendents' Association at Boston. John C. Gray, Secy., Chicopee.

Feb. 19-20—Southern Kansas Teachers' Association at Wichita. H. I. French, Pres., El Dorado.

March 12-13—New Jersey State Council of Education at Princeton. J. Howard Hulsart, Secy., Dover.

March 18-19-20—Central Minnesota Educational Association at St. Cloud. I. T. Johnsrud, Secy., St. Cloud.

March 24-26—West Central Nebraska Educational Association at Gothenburg. Gertrude Baker, Secy., Gothenburg.

March 26-27—North Nebraska Teachers' Association at Norfolk. Elsie Littell, Secy., Wayne.

March 26-27—North Platte Valley Teachers' Association at Alliance.

April 2-3—Central Division, Illinois State Teachers' Association at Normal. Mary Moore, Secy., Decatur.

May 18-19-20—National Association of School Accounting Officers at St. Louis. Wm. Dick, Secy., Philadelphia.

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#### MOTHER-TEACHER CASES SETTLED.

The widely discussed mother-teacher cases in New York City have been finally settled by a decision of State Commissioner of Education John H. Finley, in favor of the complaining teachers. The right of the board of education to dismiss a mother-teacher is denied by the decision.

Mr. Finley's decision pointed out that a law providing that a woman teacher's position automatically became vacant when she married, had been declared unconstitutional.

His conclusion was: "That the board should have accepted the natural corollary of its policy, voluntary or enforced, of employing or retaining married women teachers, and should have given at least as favorable consideration to an absence for child birth as is normally given to absences asked for reasons of personal convenience, or minor or grave illness, or for purposes of study and travel, or of improving health."

Dismissal, for general inefficiency, Mr. Finley held, would be warranted if upon return a teacher was found to be unable, after trial, to perform school duties.

"But it is difficult to conceive," the decision read, "how a reasonable, unwillful absence, due to natural, unavoidable cause, could be construed as neglect of duty; and it is difficult to understand why an absence for the most creditable social reason should be so treated."

#### NEW YORK CITY SEEKS TEACHERS.

The New York City School Department is seeking teachers for its evening elementary and high schools, and will hold examinations for granting licenses shortly after February 15, 1915. A circular giving complete information has been prepared and will be sent to anyone who will address Supt. W. H. Maxwell, 500 Park Ave., New York City.

The teaching positions in which vacancies are to be filled include all of the common school subjects and, in addition, modern languages, commercial branches, drawing, shopwork and preparation for civil service. Over and above these, a large group of new vocational and industrial-arts subjects have been added to the night school courses, for which instructors are sought. These include:

*Open to men*—Laboratory assistant, common branches, English to foreigners, shopwork, architectural drawing, blacksmithing, boilermaking, care and use of boilers, carpentry and joinery, commercial design, commercial photography, electric installation and practice, furniture finishing, jewelry design, lithographing, machine-shop practice, mechanics of self-playing pianos, motion picture operating, mural decoration, plastic design, plumbing, printing and typesetting, proofreading, sheet-metal work, sign painting, stained glass design, terra cotta drawing, terra cotta model making, textile design, tile setting and trade mathematics.

*Open to women*—Commercial law, cooking, elocution, mathematics, artificial flower making, embroidery, millinery, sewing and dressmaking, and trade dressmaking.

*Open to men and women*—Bookkeeping, chemistry, English, freehand drawing, French, German, Italian, Spanish, stenography and typewriting, civil service, book illustration, bookbinding, costume design, industrial design and trade drafting.

#### URGE MODESTY IN DRESS.

The school board of Little Rock, Ark., on Dec. 26th approved and endorsed officially, resolutions calculated to impress upon parents and girl students of the high school, the need of modesty in dress. The resolutions were originally prepared and adopted by the Women Teachers' Association and read as follows:

"Whereas, The women of this association have long observed with regret the increasing extravagance in dress among the girls of the public schools, and especially of our high school; and,

"Whereas, This tendency is a serious menace to the proper development of our girls mentally, morally and physically, fostering in them wrong ideals, false standards of living and a lack of consideration for others who are unable to keep pace with the standards set by the more extravagant; and,

"Whereas, We have learned that girls from families of limited means have even failed to take advantage of the high school course because of their inability to dress as their more fortunate sisters do; and,

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### But We Will Show You

If you are buying or specifying lockers we will deliver, **RIGHT IN YOUR OFFICE**, free of all expense to you, charges prepaid, a finished sample showing the construction and finish of our lockers. You can examine it carefully and return at our expense, the carrying charges to be paid at this end. Then you'll know what **GOOD** lockers are like. You can see and test our **FRAMELESS CONSTRUCTION, NEW WELDED, TUBULAR, PANEL DOOR**, without a rivet or bolt showing—the **NEW STEEL PIVOT HINGES** and **REINFORCED CORNERS**—**YALE LOCKS, BEAUTIFUL BAKED ENAMEL FINISH**. In fact, you'll see a high class locker at a low class price, which will surprise and delight you. **SAY YES**, we'll do the rest.

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"Whereas, This condition is inconsistent with the democratic spirit of our public schools, and is sacrificing that which is best and most womanly in our girls, making them indifferent to the feelings of others and careless of that kindness without which education is a failure; therefore be it

"Resolved, That we urge upon the members of the school board, the school improvement associations of the various schools and the club women of our city to unite in an effort to eliminate this evil. Be it further

"Resolved, That we ask especially for the co-operation of the mothers in this matter, to the end that our girls may be so filled with the spirit of loving kindness and a sense of their responsibility for social conditions in the future that they will themselves take the initiative in bringing about this reformation."

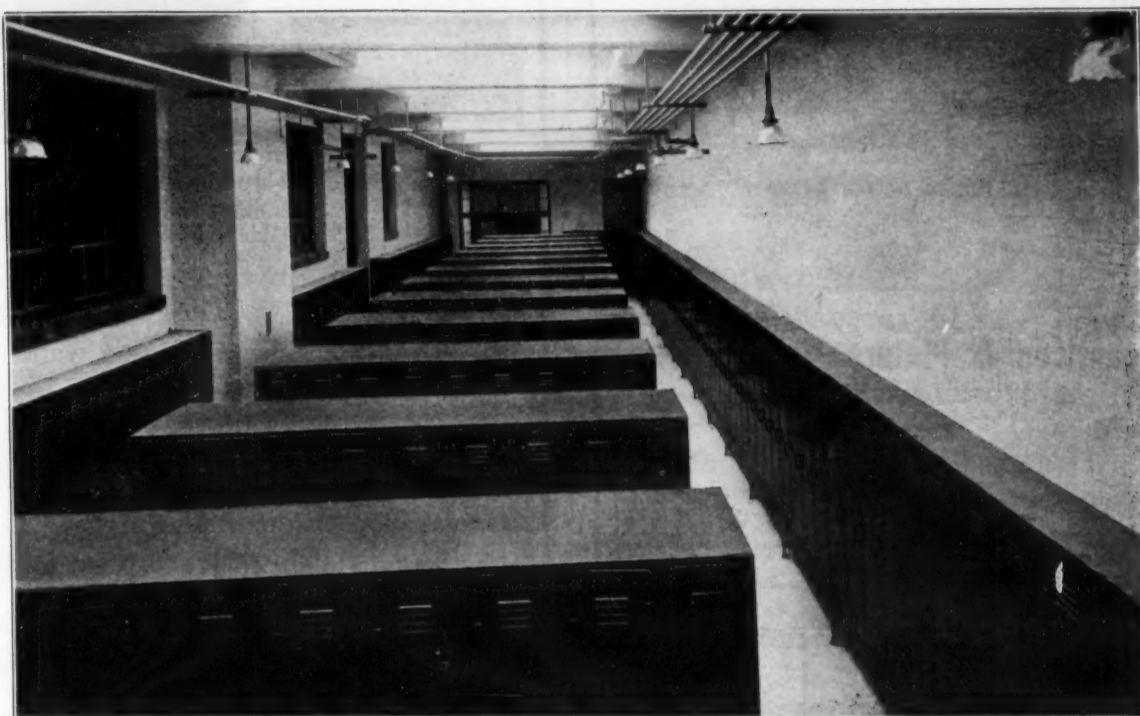
#### TEACHERS AND ADMINISTRATION.

Supt. Ella Flagg Young of Chicago, Ill., has recommended to the board a resolution providing that teachers in high schools, who have taught thirty years or more, be allowed to teach on the five-hour-a-day program, and that they be paid according to the schedule in force before the ten per cent increase was made. A recent change in the school program, making the day six hours instead of five, proved too trying to the older teachers who had not the strength to continue on duty that length of time.

Woonsocket, R. I. The minimum salary of primary teachers in the schools has been raised from \$400 to \$450, with increases of \$50 per year until the maximum of \$675 is reached. For grammar grade instructors, the minimum has been fixed at \$475, with increases of \$50 per year until the maximum of \$725 is reached. Substitutes will be paid at the rate of \$450 per year and may be elected to permanent positions on the teaching corps after they have completed two years of service.

Minneapolis, Minn. A co-operative committee from the various teachers' organizations has been appointed to work out the preliminary plans for an advisory council of teachers. The council will concern itself with problems affecting school policies and will make suggestions for changes and improvements.

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It has a Yale lock, and may be placed anywhere, in the schoolroom, hall or coat room.

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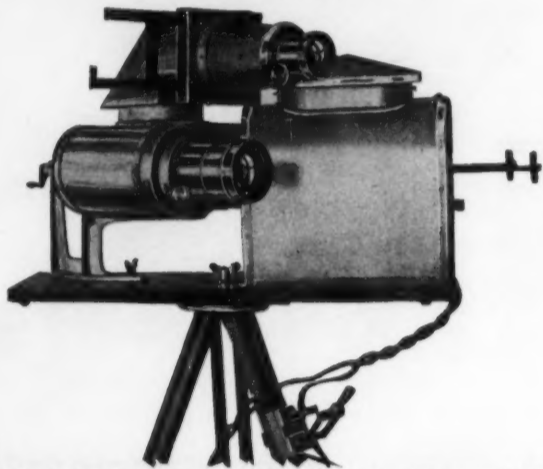
Vertical and microscope projection is also included. Any of the units may be purchased separately.

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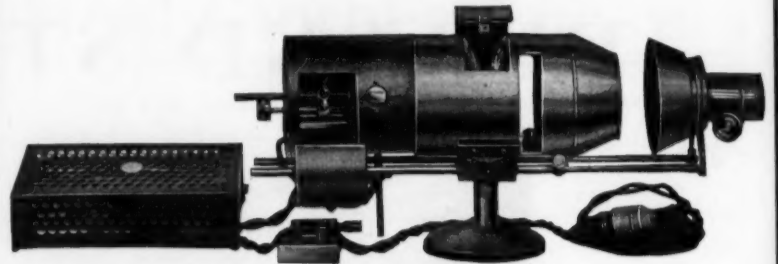


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## Building and Finance

### A STATE SCHOOLHOUSE REPORT.

The First Annual Report of Mr. S. A. Challman, State Commissioner of School Buildings for Minnesota, suggests the possibilities and the value of the state control of schoolhouse construction. Mr. Challman shows that his department has examined and passed upon the plans and specifications for 88 school buildings of four rooms or more, and of 160 school buildings of one and two rooms. For the larger buildings, the cost was distributed as follows:

Sites .....	\$ 70,332.40
Building Construction .....	2,274,845.34
Heating and Ventilation .....	444,109.13
Plumbing .....	134,064.91
Septic Tanks .....	5,656.00
Electrical Construction .....	61,319.68

Total ..... \$2,990,327.46

In the one and two-room buildings, which were most largely erected in the open country, the costs for the year were:

Sites .....	\$ 9,030.00
Building .....	332,233.52
Heating and Ventilation .....	31,498.67

Total ..... \$372,762.19

An analysis of the cost of these buildings shows that omitting the sites from the consideration, the buildings of four rooms and over, cost in percentage the following:

Construction .....	78.00 %
Heating .....	15.40 %
Plumbing .....	4.28 %
Septic Tanks .....	.12 %
Electrical .....	2.20 %
	100.00 %

### Rural Schools.

Buildings .....	91.3 %
Heating and Ventilating .....	8.7 %

In addition to passing upon plans, Mr. Challman and his associates acted in an advisory capacity in practically every city of the state where building projects of any importance were undertaken. This advice included help in the selection of sites, in the appointment of architects, in the determination of types of construction, in the floating of loans, etc.

Another important branch of the work has been the publication of standard plans for one and two-room country schools. Twelve distinct plans have been prepared and are being sent to school authorities without cost. The plans are intended to meet a wide variety of conditions in sites, school organization and financial ability of school districts.

The department, during the past year, condemned four schoolhouses as unfit for school use and required the construction of new buildings. The department also kept a record of schoolhouse fires and carefully sought the causes of the same. Twelve buildings were reported as partially or totally destroyed with a loss of \$81,830. The total insurance on these buildings was given as \$55,380.

### Chicago School Finances.

The annual report of the secretary of the Chicago school board for the year just closed, shows that the total cost of school buildings completed in 1914 was \$2,597,000. At the present time, there are 173 classrooms, eight assembly rooms and nine gymnasiums under construction to cost, when finished, \$1,725,000.

Buildings contracted for, but upon which work has not begun, include the construction of 136 classrooms, thirteen assembly halls and fifteen gymnasiums. These will cost, when completed,

about \$5,540,000. New building sites and additions to existing structures will cost \$1,156,950.

Since August, 1913, the teachers have been paid twice monthly, and checks have been delivered to the schools by messengers. The plan has doubled the payroll work and has made necessary the employment of an additional clerk.

The large increase in expenditures and in the number of activities has made it necessary to adopt a definite annual program of work contemplated in the form of a segregated definite budget. The expenditures have increased from \$9,000,000 in 1902 to \$15,000,000 in 1914.

### BUILDING AND FINANCE.

The school board of Park City, Utah, is completing a \$35,000 addition to the high school building. The new structure will house an assembly room, a gymnasium, manual training and forge shops, and domestic science and art rooms. It will be well equipped in every particular.

The annual report of the Maine State Education Department gives figures showing most conclusively the great progress which has been made in the matter of school buildings for the past ten years.

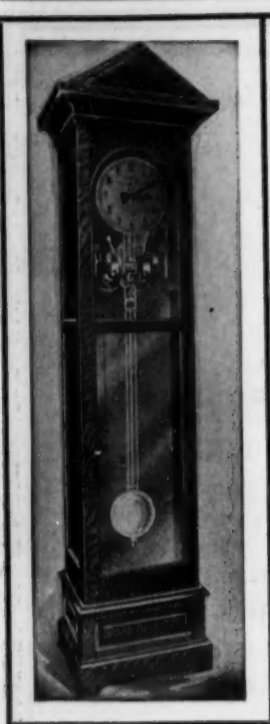
The amounts expended for new school buildings for each of the ten years are as follows: For 1905, \$211,148; 1906, \$172,169; 1907, \$214,606; 1908, \$232,748; 1909, \$326,997; 1910, \$278,162; 1911, \$144,763; 1912, \$221,483; 1913, \$348,322; 1914, \$850,728.

It is stated in the report that 902 school buildings have been reported by the superintendents as not being "in good condition." While the state law of 1909 has made it possible to establish good standards of construction, it is further desired that legislation be enacted dealing especially with older buildings which have become unfit for the occupancy of children.

Commenting on this point, the report says:

"There is small advantage in an educational program that considers solely intellectual or mental training and leaves out of account the right of the child to sound physical health. Schoolhouses that are so faulty in lighting, ventilation or sanitation as to endanger the physical welfare of the children who attend them should be speedily improved or replaced."

The commercial exhibits at Cincinnati will be displayed on the first floor of the Cincinnati Music Hall, immediately below the convention hall. The display will be the completest shown at any National Education Association meeting and will be highly educational in character. Mr. C. E. Hoyt, Lewis Institute, Chicago, Ill., will be in charge.



## One Hour More to Every School Day

School discipline and efficiency demand a uniform standard of time and the correct announcing of program signals. It has been estimated that from one-half hour to an hour a day is lost in schools thru interrupted recitations, uncertainty, confusion and disorder between classes, due to the lack of uniformity of signal bells and the disagreement of schoolroom clocks.

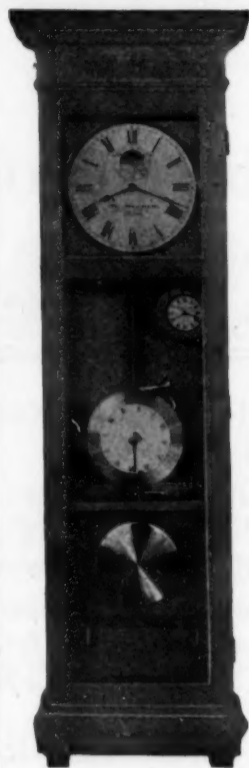
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Establishes a correct system of time and program signals in every room in the school—governed by a master clock in the superintendent's office. It is the most perfect time system in existence. No dependency on erratic electrical power. Air and gravity—two constant and invariable powers employed. No cost for operation. No attention required except winding of one clock, once a week.

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If you are interested we would be pleased to tell you why our equipment is better than ever, and why in point of simplicity, efficiency and economy of operation it is the best.

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WAYNESBORO, PA.

The Promotion of Teachers on the Basis of Merit and Efficiency—Supt. Clyde C. Green, Beaver Falls, Pa.

A Satisfactory Basis for the Promotion of Pupils—Supt. Joseph Rosier, Fairmont, W. Va.

General Discussion—Supt. A. C. Payne, Mooresville, Ind., Supt. James J. Begg, Sandusky, O., Supt. H. M. Maxson, Plainfield, N. J., and Supt. J. T. Giles, Richmond, Ind.

(E) General Round Table—Child Relations. Chairman, Reed B. Teitrick, Harrisburg, Pa.

The administration of Compulsory Education Laws—Supt. S. O. Hartwell, Kalamazoo, Mich. Discussion—H. O. Sluss, Covington, Ky., W. A. Hacker, Indianapolis, Ind., and W. L. Bodine, Chicago, Ill.

The Issuance of Work Permits and Its Bearing on Other School Problems—Helen T. Woolley, Cincinnati, O.

Discussion—Owen R. Lovejoy, New York, N. Y., Frances E. Walker, Rockford, Ill., and F. A. Verplanck, South Manchester, Conn.

The Taking of the School Census—John W. Davis, New York, N. Y.

Discussion—A. A. McDonald, Sioux Falls, S. D., P. M. Hughes, Syracuse, N. Y., and Hugh S. Magill, Springfield, Ill.

Thursday, February 25, 8 P. M.

Music Festival. May Festival Association of Cincinnati.

Friday, February 26, 9:30 A. M.

The Investigation of the Efficiency of Schools and School Systems—J. H. Van Sickle, Springfield, Mass., Leonard P. Ayres, Russell Sage Foundation, New York, N. Y., Ella Flagg Young, Chicago, Ill., Calvin N. Kendall, Trenton, N. J., and William H. Maxwell, New York, N. Y.

General Discussion.

Report of the Committee on Economy of Time in Education—Minimum Essentials of a Course of Study. The Objectives and Guiding Principles of the Report—H. B. Wilson, Topeka, Kans.

Friday, February 26, 2 P. M.

Report of the Committee on Economy of Time in Education—Minimum Essentials of a Course of Study (continued).

Language and Grammar—J. F. Hosie, Chicago Normal College, Chicago, Ill.

Reading—R. G. Jones, Rockford, Ill.

Arithmetic—W. A. Jessup, University of Iowa, Iowa City, Ia.

History and Geography—W. C. Bagley, University of Illinois, Urbana, Ill.

Typical Progressive Experiments—Frank E. Thompson, University of Colorado, Boulder, Colo.

General Discussion—G. D. Strayer, New York, N. Y., Thomas M. Balliet, New York, N. Y., J. M. Gwinn, New Orleans, La., Ben Blewett, St. Louis, Mo., and P. W. Horn, Houston, Tex.

### NATIONAL ASSOCIATION OF SCHOOL ACCOUNTING OFFICERS TO MEET.

The National Association of School Accounting Officers will hold its fifth convention in St. Louis, May 18-19-20. A special invitation to school auditors, accounting officers and secretaries has been issued by the membership committee of the Association, consisting of Mr. Wm. Dick, Philadelphia, Mr. A. L. Clinite, Des Moines, and Mr. W. J. Flynn, Erie, Pa. The letter reads in part as follows:

The National Association of School Accounting Officers, which was organized in Washington in 1910, meets annually for the purpose of considering matters pertaining to the business administration of the public schools, and more particularly to aid the Bureau of Education of the United States Interior Department in bringing about uniformity in methods of computing, arranging and presenting school statistics; for, as has well been said, "the physical and administrative side, as well as the financial and statistical operations of school systems, have not been given prominence until within the last few years."

Quoting from a recent report on the subject: "The National Association of School Accounting Officers has sought to enunciate and to disseminate the principles of good school administration, as well as the philosophy and practice of scientific financial and school accounting. This Association contains among its members representatives of the leading cities and of the largest school systems in the United States. Nor is the membership of this Association limited to the representation of large cities, for the same interest is evinced in this important movement by the representatives from smaller communities."

It is very much desired that the influence of the National Association of School Accounting Officers shall be extended thruout the country, and for this purpose we are addressing you this letter with a view to enlisting your interest thru the aid of the School Board, with the object of becoming a member in our Association.

The Constitution and By-Laws of the Association provide that

"The members of this Association shall consist of Secretaries and Accounting Officials of Boards of Education; *Provided, however,* That other persons may be admitted to membership upon written application to the Secretary, on the recommendation of the Executive Committee, and approved by the majority vote of the Association; and, *Provided further,* That a Board of Education or Municipality having more than one member shall have but one vote on any question."

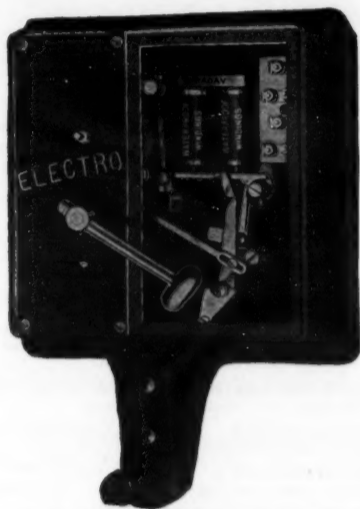
"Dues—Each member shall pay the sum of Five Dollars per annum as dues, payable at the annual meeting in advance."

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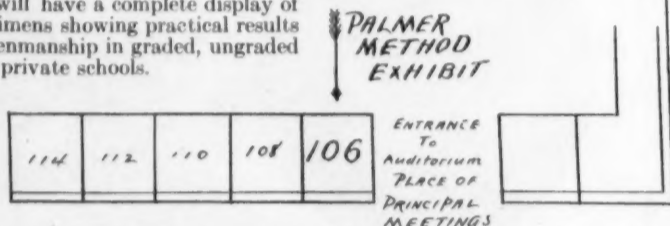
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### Evenings with Grandma.

Parts I and II. By John W. Davis. 291 pages. and 378 pages. D. C. Heath & Company, Boston, New York, Chicago.

For one hundred and two evenings a grandmother tells stories to her three grandchildren, Ben, Belle, and Baby May. Years have given her wisdom in the art of selection, so these children listen intently to folk tales, to myths of the past and facts of the present, to Bible stories, to fine poetry. Alice in Wonderland who thought, "What is the use of a book without pictures or conversation" would approve of these books, as the children ask questions and talk naturally about what they have heard, while the illustrations are worthy of the name. In the reproductions of famous paintings the rich coloring is always harmonious and not only is the name of the painter given, but that of the present home of the painting.

In each book is a review list of words that are puzzling to children of the first two years and which are therefore liable to be misspelled. An occasional review of these will prove beneficial. A vocabulary of the words used in each is given at the end of the book. The editor has constructed an ingenious variety of "seat work" exercises, based upon these stories, thru which pupils may gradually learn the mechanics of accurate writing. Phonic work is not pushed to an extreme, tho it is granted its own proper place. In the opinion of the editor "There is no class in the elementary school from the lowest to the highest that can afford to neglect phonics, as enunciation and pronunciation are largely dependent upon proper phonic training."

A little at a time, and that little often repeated, is apparently the plan for aiding pupils in getting the meaning of single words, then of sen-

tences and even paragraphs and last of reading with expression.

### American Literature for Secondary Schools.

By William B. Cairns. 341 pages. Price, \$1.00. The Macmillan Company, New York.

The purpose of this book has been aptly stated. It is to show the mutual relations of the men and the works the pupil already knows, to introduce him to others, and to give him a view of American literature as a continuous development, closely connected with the social and political life of the nation. This motif—as musicians would say—has been closely followed.

Naturally, the space given the colonial and the revolutionary period is relatively small; but the mental and moral characteristics of these periods are well drawn, and work of leaders in church and in state, well defined. The Knickerbockers were in the front in the third period, 1800-1833. From that time the question, "Who reads an American book?" could no longer be tauntingly asked. Here one finds good pen pictures of more than one celebrity. Between 1833-1883, in New England, New York and the great West, came the period of greatest achievement. The differences between the great literary centers are finely made. Without in the least disparaging the high moral tone and unquestioned genius of the brilliant New England group, the point is distinctly made that the New York group gave more heed to perfection of form and "in their own work strove for the subtler tones and music of verse." Honor to whom honor is due. The fifth period, 1883 to the present time is too near us for a proper perspective.

Perhaps the most individual work comes under "Readings and Topics" found at the end of each chapter. Here is fair but discriminating mention of different biographies. Attention is called to representative poems, essays, histories, romances, addresses it would be well to read. Suggested topics call for comparisons between poems or stories by different authors, studies of personalities, literary conditions in different sections and other topics equally pertinent. Chronological tables of American Literature, Biographical and Historical Events form a fitting summary.

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A Story of French School Days. By Laura Spencer Portor. 327 pages. Price, \$1.25, net. E. P. Dutton & Company, New York.

In "Genevieve" readers have a charming picture of home life and school life in France.

A motherless brother and sister live in Paris, under the loving care of a cousin of their father who is in Africa, imperiling health and life in the pursuit of science. At home and in their different schools both learn of the heroic past of their country until their lives become instinct with patriotism. Friendship with a schoolmate whose home is in the United States, broadens her mind and stirs her imagination as she hears of that beautiful new country.

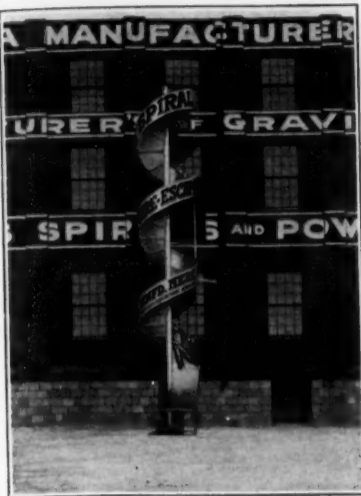
The illness of an only brother calls the cousin from home. Then a letter comes from a friend, telling of the father's calling for his little daughter and that they will start for Marseilles as soon as possible. Genevieve now tries to be as brave as was Jeanne d'Arc and goes all alone from Paris to Marseilles where she meets her father, pale and thin but on the high road to health. Later, father and children, the American schoolmate and her mother spend some delightful weeks in an old historic house in Normandy.

It is sometimes slightly said that the French have no word for home and the inference is wrongly drawn that they have no home life. No inference could be more untrue. In France the bonds of love are strong between parents and children, between brothers and sisters while the family is the social unit.

### Tourist's Vade Mecum of Italian Colloquial Conversation.

By A. Valgimigli. Revised edition, with additions, etc. 96 pages. Price, 40 cents. Printed by Sir Isaac Pitman & Sons, London.

A revised and enlarged edition implies the success of an earlier edition. Tables, vocabularies, ordinary notices, business statements and inquiries, valuable rules of pronunciation make this small book a veritable "Vade Mecum" to travelers unfamiliar with the Italian language. A notice of the duties upon cycles and automobiles, a list of the police regulations governing their use shows that this edition is strictly up-to-date.



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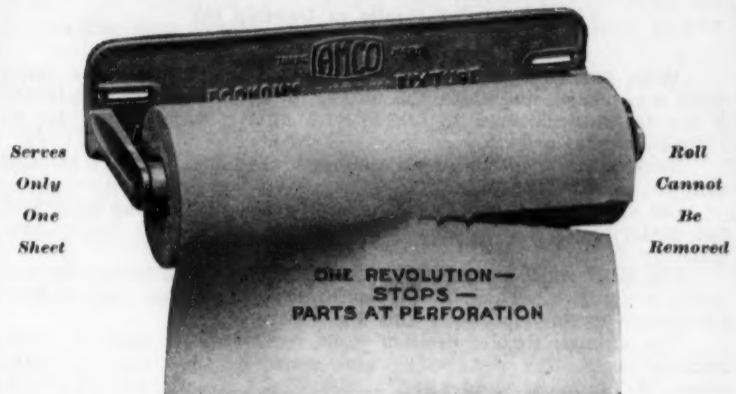
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#### Economics in the Secondary Schools.

By John Haynes. 92 pages. Price, 60 cents. Houghton Mifflin Company, Boston.

An able argument in favor of the study of economics in our secondary schools is found in this book. The burning questions of our day; cost of living, child labor, the minimum wage, the eight-hour day, the merchant marine, conservation, tariff, taxation are all economic. Formerly these questions would have been left for savants to settle. Now the democratic trend of our government is putting them directly upon our general public. Some sound knowledge of economics is of vital importance. Members of the different professions would be more intelligent in their respective callings, if they had some familiarity with the fundamental principles of this subject. Its cultural value is not a negligible quantity.

Is the idea practicable? Well, leading educational experts say distinctly that this subject, in a suitable form, is not beyond the grasp of the secondary school pupil. In schools where this subject has been taught, about two-thirds of the teachers think the results obtained are equal or superior to the results in other subjects. Figures of examination papers confirm this opinion. It is widely accepted by colleges as an entrance subject. The points of a suitable textbook, well-equipped teachers, time to be allowed the subject, its place in the curriculum are then taken up. While it is conceded that the ideal textbook is yet to be written, and that special training is a marked advantage, it is argued that teachers of civics and history will find their specialties a natural basis for economics. It is urged that the subject deserves at least one semester and that this semester should come in the fourth year of a high-school course. Bibliographies, a suggestive outline, use of note-books, graphs, charts, essays, debates, are minor points in the well-balanced, virile treatment of this important question.

#### In Toyland.

By Louise Robinson. Illustrations by Clara E. Atwood. 127 pages. List price, 40 cents, net. Little, Brown & Company, Boston.

In the first lesson all the talk is about a baby's

rattle. In the last lesson a trip in an airship carries some children to a crowded shop in Toyland, a land all boys and girls love. In each and every lesson between thought and the talk the subject matter centers upon some toy.

The quality of the paper, the clear, large type, the short lines, should satisfy the most exacting of mothers and teachers.

#### Pottery.

By George J. Cox. Illustrated by the author. 200 pages. Price, \$1.25, net. The Macmillan Company, New York.

A delightful handbook is this volume on Pottery for artists, craftsmen and teachers. Mr. Cox's qualifications for his task as author are rare, and he has made splendid use of them, for the book exhibits in its enthusiastic and insistent pleas for beauty, the spirit of the artist in its exact statements of formulas and processes, the experience of the modern craftsman, and in its clear pedagogic presentation of details, the method of the true teacher. The book will be found of help to teachers and art-potters. Two appendices contain much condensed information about the equipment of potteries, glazes, potters' terms, appliances and materials, reference books, etc.

#### Feats on the Fjord.

By Harriet Martineau. Edited by F. C. Tilney. 128 pages. Price, 50 cents, net. E. P. Dutton & Co., New York.

This volume is one of the delightful series of "Tales for Children From Many Lands." The scenes are laid in the cold northland of Norway, and the story recites the experiences of Oddo, a young hero of the country. The book has a charm all its own, weaving a bit of the popular superstitions of Norway into an interesting story.

In the classroom, the book should facilitate a knowledge of the geographical and physiological features of the countries near the Arctic Circle. It will certainly give children an insight into the home and farm life of a simple, sturdy people.

#### Golden Deeds on the Field of Honor.

By Annah Robinson Watson. 251 pages. Price, 50 cents. The Macmillan Company, New York.

A woman has helped us to "admire rightly" the noble deeds of some young Americans in the

Civil War. How young these heroes were! Mere boys, they dared and did and died—some for the North and some for the South—in a way that even today thrills our hearts. Heroism has for its own all countries and all ages.

#### Dramatic Readings for Schools.

By Marion Florence Lansing. 242 pages. Price, 50 cents. The Macmillan Company, New York.

Carefully prepared dialogs and plays are not to be found on these pages. But fine material, gradually advancing in difficulty, is given little folk to read—a play out of a story—while older boys and girls may later do the same work with famous scenes in literature. Helps for pupils and hints for teachers are not wanting. The author claims that this method develops the creative instinct along with the imitative. So the title, "Dramatic Readings" is highly appropriate.

#### Oral English for Secondary Schools.

By William Palmer Smith. 358 pages. Price, \$1. The Macmillan Co., New York, N. Y.

The educational world is awakening to some of its sins of omission. One of these has been a neglect of training in the use of good oral English. New departures have crowded out this fundamental, until the results of this neglect have become only too apparent.

The subject includes: (1) conversation, (2) reading aloud, (3) public speaking. Of these, conversation and public speaking are most alike, while reading aloud is distinctly interpretive. As the points made under reading aloud will apply either to conversation or public speaking, this notice will be limited to them. By way of introduction, the elements of good real reading and good spoken English have been placed in parallel columns. They are nearly identical. A brief mention of the organs of speech—explained by wood cuts—a table of tonics, subtonics, atonics is followed by graded lessons in enunciation. These are searching, almost severe, in their thoroughness. One is reminded of the rather extravagant dictum of a purist in spoken English that if the first and last consonants of a word were correctly enunciated, the vowels would take care of themselves. Then follow

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### Historical Plays for Children.

By Grace E. Bird and Maud Starling. 292 pages. Price, 40 cents, net. The Macmillan Co., New York.

The present volume has been prepared for use in the grades and is intended to develop the imaginative and imitative powers of children. The book may be used in the classroom or may be adapted for school entertainments.

It is suggested that in preparing the stage scenery, pictures be made and placed on the blackboard. Sketches in color, on thick paper, may be hung on the wall. Such simple objects as may be needed in the way of crosses or arrows may be cut from paper. The arrangement of scenes is definite and easily carried out.

The type is large and clear and adapted for school reading. A frontispiece and seven engravings make up the list of illustrations.

### TEXTBOOK NEWS.

Milwaukee, Wis. The school board has adopted the Baldwin & Bender readers (American Book Co.) for the first six grades of the public schools, displacing the Stepping Stones to Literature Series.

Exactly what constitutes a textbook is to be decided judicially by the Board of General Appraisers of the New York Customs House. The question has been brought before the board thru the contention of E. P. Dutton & Company that the series of books known as "Everyman's Libra-

ry" is made up of books especially designed for school use and consequently entitled to entry into the United States without duty. The Government contends that the books are general literature even tho they are largely used by students of literature in schools and colleges. If they are to be admitted free of duty, practically every cheap edition of the classics will come under the classification of textbooks. Mr. Burgess Johnson, who is leading the fight for E. P. Dutton & Company, maintains that the books are used very largely in the universities and colleges and that they appear as textbooks on the lists of required books for many institutions.

At the Annual Business Show at New York, October 26, more World's Typewriting Championship were won by exponents of Charles E. Smith's "Practical Course in Touch Typewriting." In the World's Amateur Championship, Miss Bessie Friedman in competition for thirty minutes, wrote at the rate of 129 net words a minute breaking the World's Record in this case by thirteen words a minute. Mr. George Hossfeld, in the World's Novice Championship, wrote at a rate of ninety-eight net words a minute for fifteen minutes, breaking the World's Record in the Novice class by ten net words a minute; and Miss Lillian Baker wrote at the rate of fifty-nine net words a minute for fifteen minutes without a single error, which is a new Accuracy Record.

### IMPORTANT EDUCATIONAL LITERATURE.

Year Book for 1913-14. Carnegie Foundation for International Peace, Washington, D. C. Contains the report of the foundation's activities in promoting peace in the United States and abroad.

The Kind of Scholarship Record Which Should be Kept in Schools. By Prof. Max F. Meyer. An important study of methods and results in the grading of students. Particularly valuable in the study of high school and college systems.

Certification of Teachers. Ohio State Department of Public Instruction. This pamphlet contains the law and all the decisions and rulings concerning the certification of teachers in the state of Ohio.

Growth of High Schools in West Virginia. Prepared by L. L. Friend, state supervisor of high schools.

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Rural School Day. Issued by the State Department of Instruction, West Virginia. Contains proclamation and suggestive program for "school day" to be observed in rural districts.

Michigan State Report, 1913-14. Prepared by State Supt. Fred L. Keeler. Records the progress of the year particularly in standardizing rural schools, schoolhouse construction, legislation, etc. Contains complete statistical tables, abstracts of laws, etc.

St. Louis, Mo., Report of the Secretary and Treasurer of the Board of Education for 1913-14.

Fire Protection in Schools. Special Bulletin of the Wisconsin State Industrial Commission, Madison, Wis. Practically the entire sixteen pages are reprinted from the Bulletin E 132 of the Russell Sage Foundation.

Thrift. Address to National Brick Manufacturers' Association. By L. E. Wolfe, San Antonio, Tex.

Remington Notes. The first issue for 1915 contains the "Confessions of a Dictator" by Cyrus Townsend Brady, the famous author. There are also articles by "Miss Remington" and practical pointers for typists.

Information concerning "First Aid Treatment of Injured Persons has recently been collected and published in the form of a pamphlet by the Conference Board on Safety and Sanitation of four leading industrial associations. Information about these may be had by addressing Mr. Magnus W. Alexander, secretary, care of The General Electric Co., West Lynn, Mass.

### HIGH SCHOOL ADMINISTRATION.

Rochester, N. Y. A Junior High School has been opened in one of the grade schools. It is estimated that with those who remain in the school for one year, and with the accessions gained from the February classes, there will be an enrollment of more than one thousand pupils at the close of the school year. The work is departmental and largely prevocational in character. The teachers have been chosen for their special interest in, and fitness for, the particular lines which they teach.

Clinton, Ia. A program for the operation of the senior and junior high schools has recently been worked out by the rules of the committee of the board. The program provides for an

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From the first the emphasis is laid on the **mastery of operative processes**, on the principle that when you have taught a child six new words, you have added six words to the list he knows and can recognize; but **when you have taught him an operative process you have given him a master key that will unlock the doors to scores of words he has never before seen.**

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eight-period daily program, with forty minutes for each period, a morning session of three hours, closing at twelve o'clock, and an afternoon session of two and one-half hours, closing at 4:15. The morning session opens at nine and the afternoon session at 1:25.

Waltham, Mass. An afternoon study room has been opened at the high school for the benefit of students who for various reasons, are unable to study at home. A teacher has been placed in charge and the room is open four days each week.

### D. C. HEATH & COMPANY ACQUIRES NEW HOME.

The Chicago home of D. C. Heath & Company will be removed shortly to 1815 Prairie Avenue, where the firm has bought a fine old residence to serve as office and warehouse and shipping depot. The change has been made imperative by the growth of the firm's business, and marks the addition of another important firm to the publishing and printing colony which has developed near the lake, south of Eighteenth Street.

The firm is now making extensive changes in the building so as to adapt its three stories and basement for business purposes. When the remodeling is completed, the firm will have 22,000 square feet of well-lighted floor space and, in addition, a large garage for packing and shipping. The building is nearly ideal in location for a school-book house. It is within easy walking distance from the loop and is easily accessible from the elevated and surface cars, as well as the Illinois Central Depot. The large printing and engraving plants of the city are in the immediate vicinity.

The Western offices of D. C. Heath & Company have had a remarkable growth since it was established some 33 years ago. During the past three or four years it has wholly outgrown the quarters occupied in the Studebaker Building at 623 South Wabash Ave. In fact, its business has so increased that it now exceeds the volume of trade handled by the New York and Boston offices, where the firm has its official homes. The Chicago office is in charge of Mr. Frank F. Hummell, who has been respectively manager and secretary of the firm since 1910.



NEW HOME OF D. C. HEATH & COMPANY IN CHICAGO.

Just Published

**DURELL'S ALGEBRA BOOK TWO**Completing the two-book course in Algebra for secondary schools.  
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**Last Great Map—Europe as it is Today**

All schools should have it. It may be ten years before claims are settled and a new map is made. Meanwhile, children are tingling with war interest, and teachers have the grandest opportunity to teach European geography in the history of man. Use your opportunity. Send for the best map on the subject:

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Completed just before the breaking out of the European War, it gives the very latest facts, and altogether new features in the presentation of geography to schoolroom classes.

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**WHY** don't you purchase the best goods for your school? We manufacture a class of blackboards that are almost equal to natural slate. Our revolving blackboards and roll blackboards have been in constant use in all the Public Schools in New York, and the principal cities for thirty-six years, which is a sufficient guarantee. Send for our illustrated catalog and discount sheet and compare prices with other manufacturers.

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We make a specialty of Scenery and Stage Lighting for High School and Parochial School Auditorium Stages.

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**KANSAS CITY SCENIC CO.**

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**SCHOOL LAW.****School Lands and Funds.**

A state agricultural school, maintained and governed exclusively by the state, *Held* not an "internal improvement" nor a "local concern" of the county in which it is located, so as to sustain a grant of county funds to the school to induce its location in that county under the Arkansas constitution (art. 7, § 28).—*State v. Craighead County, Ark.*

The Louisiana constitution, art. 230, providing that all public property is exempt from taxation, exempts the free school fund.—*City of New Orleans vs. Salmen Brick & Lumber Co., La.*

The trustees of an educational institution *Held* to have a large discretion in the method of expending an appropriation for the erection of a building, etc.—*State vs. Board of Trustees of Stout Institute, Wis.*

**School District Property.**

The trustees of schools, and not the board of education, are the proper parties to petition for the condemnation of land for a school site, and the board of education having requested them to institute condemnation proceedings, the action was properly prosecuted by them.—*Trustees of Schools v. McMahon, Ill.*

Under the Illinois laws of 1909, (p. 377, § 127), relating to the powers of the board of education in acquiring sites for schoolhouses, *Held* that, after a site has been duly located, the question of how much to take, and the condemnation of additional grounds need not be submitted to popular vote.—*Trustees of Schools vs. McMahon, Ill.*

Under the New Jersey School Law, § 126, a school board, authorized to construct a school building, had authority to make a new contract for completion of the building after the original contractor had abandoned it unfinished by reason of bankruptcy.—*Holden v. Board of Education of Kearny, N. J.*

Where the total cost of a school building had been approved by the board of school estimate, it was not necessary that the board should again sanction the expenditure under a new contract

after abandonment of the original.—*Holden v. Board of Education of Kearny, N. J.*

Where plans and specifications for a schoolhouse were approved by the state board, the contractor having abandoned the work, it was not necessary that the board again approve the unchanged plans for completion.—*Holden v. Board of Education of Kearny, N. J.*

**Pupils.**

The title of Acts 29th Legislature, c. 124, reading in part "An act to provide for a more efficient system of public free schools," *Held* to sufficiently cover section 70, forbidding loitering on public school grounds, to comply with the Texas constitution (art. 3, § 35).—*King v. State, Tex. Cr. App.*

Where a boy, after being expelled, enters the schoolroom and refuses to leave at the teacher's request, this constitutes "loitering," within the Texas Penal Code, of 1911, art. 1514.—*King v. State, Tex. Cr. App.*

The term "school grounds," as used in the Texas Penal Code of 1911, art. 1514, prohibiting loitering on public school grounds, is sufficiently broad to apply to acts done inside the building on the grounds as well as on the grounds outside the building.—*King v. State, Tex. Cr. App.*

**LEGAL NOTES.**

As a result of the decision of the Supreme Court of Illinois, in the case of *W. P. Dixon vs. the Kankakee board of education*, school elections will be held in August. The decision of the Supreme Court affirms that of the Kankakee County Court.

Elections for school trustees have been held in the Kankakee district in August for a number of years and elections for teachers have occurred in April or May. Suit was brought by the complainants to force a spring election of board members on the basis that selections of school superintendents and teachers should be made by the new board and not by the old board. It was held that as long as the members are elected in August, the spring selections of teachers are necessarily made by the old board. Efforts of

How many once lauded in song are given over to be forgotten!—*Marcus Aurelius.*

The Roman Emperor when he wrote this was probably not thinking of shorthand systems, yet how aptly it applies! Since

**Benn Pitman Phonography**

came before the public sixty and more years ago how many "new," "easy," "rapid," "perfect" systems of shorthand have been praised extravagantly, only to be forgotten after a few short months or years! Their very names are unremembered. But Benn Pitman Phonography, like *The Brook* "goes on forever." And it is today the most thoroughly up-to-date shorthand in existence.

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the spring election faction to call an election met with failure, and mandamus proceedings were begun to compel the school board to act.

A recent decision of the Supreme Court of Illinois, upholding the constitutionality of the Magill high school law, has the effect of compelling school boards in country districts where high schools are not maintained, to pay the tuition of pupils who may desire to attend the high schools in other districts.

The decision brings about one of the most advanced steps that has been taken to provide higher education for the school children of Illinois. It furnishes pupils residing in the rural districts with the opportunity to attend higher institutions of learning without having to make personal payment.

A recent decision of Attorney General Webb of California makes clear the fact that school boards of the state have no choice but to deny all applications for the use of school buildings where admission is to be charged even tho no rental money is offered. In rendering a decision, the following points were noted:

A school board can lease, rent or give free, for literary, scientific, recreational or moral meetings or discussions, the use of the public schools.

It can conduct, itself, any such affairs in the schools.

It cannot give, lease or rent the schools to individuals for private gain or where public participation is limited in any way by charging admission.

The granting of school property for such purposes is wholly within the discretion of the board.

The decision was given to the school board of Berkeley, Cal., to settle questions arising thru the renting of the high school auditorium.

The attorney general of Ohio has recently rendered an interesting opinion to the board of education of Youngstown, to the effect that a school board must provide relief out of its contingent fund for any boy under 15 years and any girl under 16 years who may be unable to attend school because of the necessity of supporting himself or other members of the family.

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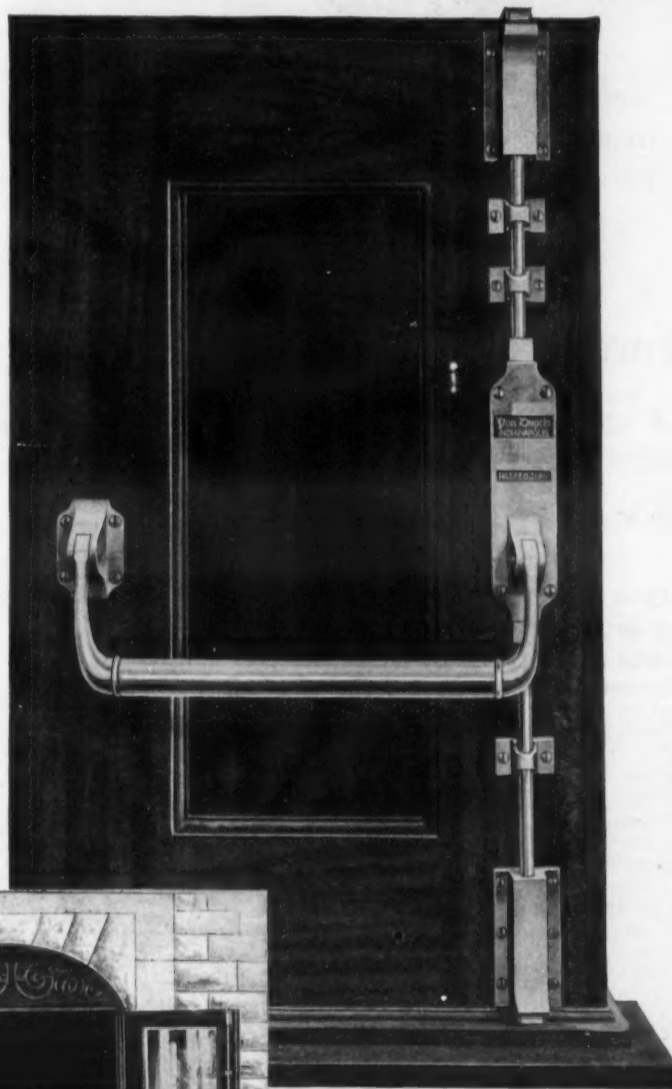
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Are All Your Schools Equipped? If Not Let Us Show You,

- (1) How a door with a Von Duprin device can be closed by the smallest size door check made.
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- (3) How substantially all Von Duprin devices are built. Parts performing severe service are made very extra heavy, elementary parts very light, thereby saving the extra pressure demanded of the door check and hinges and helping to keep your doors in alinement.
- (4) How convenient it is to operate Von Duprin devices, see the new Type "B" with the cross bars working "to or from" the door, no instructions necessary.
- (5) How all friction is overcome by use of roller bearings reducing wear to a minimum.
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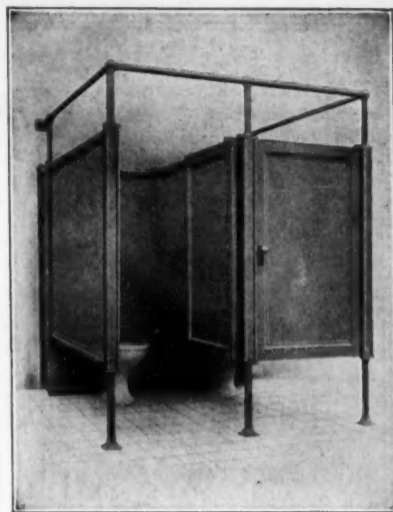
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Made from Vismara Pure Iron; Rust Resisting, Corrosion Defying Metal.

A staunch, sturdy, dependable product; offering advantages both in the installation and service, not to be realized in the use of stalls constructed from other materials.

It will be necessary to carefully study details and specifications covering the "Nokorode" Sanitary Closet Partition, to gain a full appreciation of its value and understand its comparative low cost.

It has many distinct mechanical features; such as special adjustable floor flanges, permanently tight interlocking joints (rivetless) and reinforced posts.

Furnished without doors when desired.

Equally adapted for Latrines, Dry or Individual Closets and Shower Stalls.

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**Henry Weis Cornice Co.**  
KANSAS CITY

Write for  
Special Bulletin describing

**WEI STEEL  
SASH**  
FOR SCHOOLS

### NEWS OF THE SCHOOL MANUFACTURERS

#### WILL SELL DIRECT.

The Theodore Kundtz Company has announced the organization of a new School Department, to market its well-known line of desks and opera chairs.

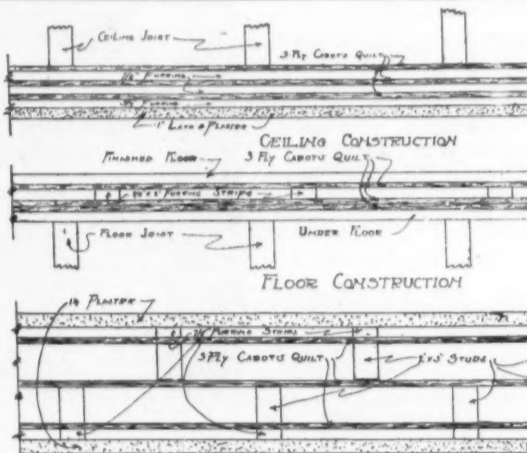
The firm has for many years manufactured stationary desks, opera seating and collapsible chairs for school use. Its entire output has, however, been sold thru another concern. The new department, which has just been established, is in charge of experienced school-furniture men and will seek to give direct service to school boards and to the trade. A catalog of the Kundtz products, including the new Eclipse steel desks, has been prepared and will be sent to readers of the JOURNAL on request.

#### POWER CAMERAGRAPH RECOGNIZED.

Safety as an essential in the construction of motion picture apparatus has been recognized recently by the award of a Grand Prize at the Second International Exposition of Safety, held December 12 to 19 in New York City. The prize was awarded by the judges selected by the American Museum of Safety to the Nicholas Power Co., for the exclusive safety devices on the well-known Power Cameragraph No. 6. In the opinion of the judges, the safety of this instrument against fire, explosion or other accidents, is the most adequate.

#### A TEST OF SOUNDPROOFING.

The value of sound proofing schoolrooms has been conclusively proven by elaborate tests made with Cabot's sheathing quilts placed in the floors and partitions of the Musical Conservatory erected in 1912 for the James Milliken University at Decatur, Ill. The rooms in the building have been insulated with three thicknesses of triple ply Cabot's Quilt as shown in the accompanying illustrations. The tests were made in the presence of Mr. H. H. Kaeuper, director of the University, two experts on soundproofing, representatives of the faculty and Mr. John A.



PARTITION CONSTRUCTION

Ceiling, Floor and Partition Sound Proofing.

Scribens, superintendent of construction for the architects.

The tests proved conclusively that Cabot's Quilt is effective in stopping sound, and that it is far superior to other imitations. The material has at various times been proven to be absolutely fireproof and germproof, and constitutes ideal soundproofing for schoolhouses.

Details of the test described will be sent upon application to architects or school authorities.

#### A NEW SAVINGS BANK SYSTEM FOR SCHOOLS.

An interesting new plan for school savings banks has been introduced, during the present school year, in the public and parochial schools of Springfield, Ill. It has the specific advantages of involving no expense to the schools, the board of education nor the teachers, and involves no financial responsibility to any of these factors. It may be operated every month in the year, including the vacation periods, and does not limit the school savings to one bank in a city.

The principal feature upon which the system is based, is an ingenious savings envelope or folder, in which a child may place his pennies

and nickels and which can only be opened by the bank.

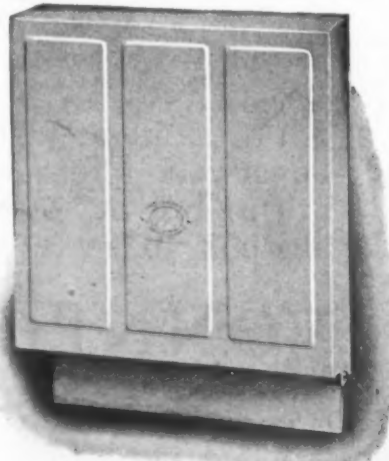
School authorities who may be interested in the plan may obtain complete information and samples of the several forms used, by writing to the Registered Tracer System, Springfield, Ill.

#### AN EDUCATIONAL RECORD.

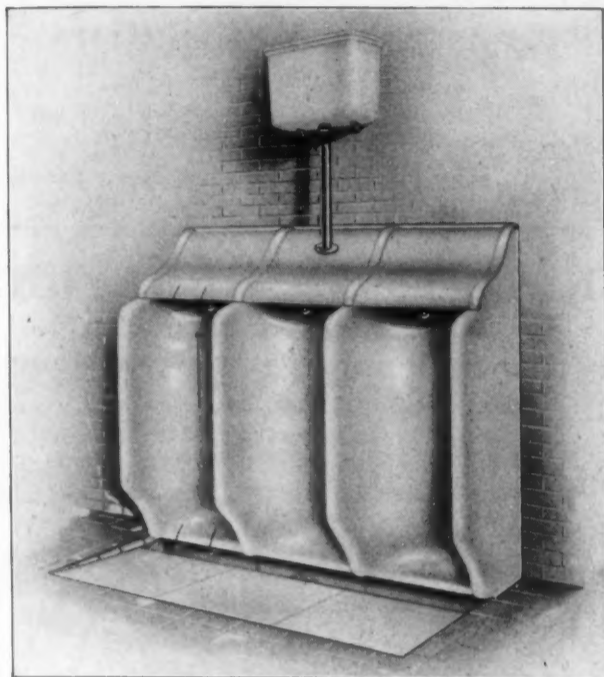
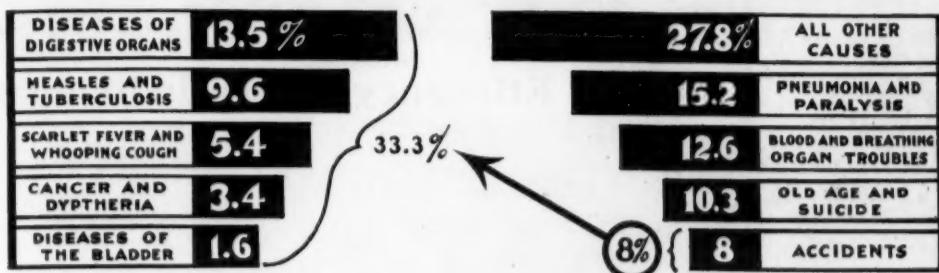
The educational record of the Victor Talking Machine Company for February, is a double record by the Tuskegee Institute Singers. It consists of "Go Down Moses," an old negro working song, and "I want to be like Jesus," a typical old negro "Spiritual."

#### A NEW TOWEL DISPENSER.

The American Sanitary Products Company has recently secured the sales rights for a new type of paper towel fixture which is particularly adapted to school purposes. The fixture consists of a sanitary, dust proof metal case, enameled in white, from which towels can be taken one at a time. The towels are fed to the opening at the bottom of the case in such a manner that users can remove only one, and must wait a second or two before another is in place.



New Type of Economical Paper Towel Dispensing Cabinet.  
Sold by American Sanitary Products Co.



than this; it means the ventilation of the fixtures themselves. This ventilation feature is a big point regarding "Ebinger" sanitary toilets and explains one reason why "Ebinger" equipped toilet rooms are entirely free of odor. The air from the rooms is drawn thru the fixtures themselves and passes out of the flue vents. The day of the unclean old school toilet is rapidly passing. It is a true fact that the students respond to sanitation; and an "Ebinger" installation takes away the cause of the sickness. Your present toilet rooms can be remodeled to allow for "Ebinger" fixtures at slight cost in comparison to results.

"Ebinger" sanitary fountains at convenient places thruout the building provide the children with cold refreshing water under strictly sanitary conditions. The school wherein they are found is marked with the stamp of distinction. Write for full particulars. The "Ebinger" way of raising school standards is to build up the health and moral tone of the students. Let us tell you how this system is working out for others.



## Unsanitary Conditions are 4 Times More Fatal than Accidents

Health, concentration and contentment do not go with unsanitary conditions. And of all the existing unsanitary evils the old school toilet room is the worse.

Your toilet room can't be sanitary unless your fixtures are of proper modern design and ventilated.

By ventilation we do not mean merely opening the window—true toilet room ventilation is more

## D. A. Ebinger Sanitary Manufacturing Co., Columbus, Ohio

By actual tests, covering a considerable period of time, it has been found that the fixture results in an average saving of 20 per cent in the towels used, over the ordinary roll fixture. In some instances, the saving has run as high as 33½ per cent.

Complete information about the fixture may be had from the American Sanitary Products Co., Detroit, Mich., and St. Paul, Minn.

### ENTERS SCHOOL FIELD.

The Spencer Lens Company, of Buffalo, has recently established a School Department for handling the sale of the famous Spencer micro-



Spencer Microscope for High School Use.

scopes and lanterns in universities, colleges and high schools.

A type of microscope which the Spencer Lens Company has found especially valuable in school work is the Model 64, which is equipped especially to withstand the hard usage given in school laboratories. The instrument is equipped with fine adjustment of the lever type, iris diaphragm, a black lacquered body tube, and a dust-proof revolving double nose-piece.

A new catalog of microscopes for schools will be sent to readers of the Journal who will request it.

### "THE TRAIL."

The caption of this item is the title of a new and interesting monthly circular issued by the Teachers Casualty Underwriters of Lincoln, Neb. The man who believes that the profession of teaching and supervising school is without hazard should read this circular—the list of benefits paid by the Teachers Casualty Underwriters during a single month is convincing evidence to the contrary. Incidentally the circular contains some important information concerning the general desirability of casualty insurance and shows how the policies of the Teachers Casualty Underwriters particularly cover the special hazards to which school workers are exposed.

### COTT-A-LAP ADOPTED.

The well known Sanitary Oil Painted No. 10 Burlap, made by the Cott-a-lap Company especially for school use, has been recently selected by the authorities of Wellesley College for their new dormitory building. The material was selected after hard competition and the most careful investigation because of its sanitary and wearing qualities. It was proposed by the college authorities to select a material which should make the strongest possible wall surface, which should be easily washable and which should make the most pleasing and artistic walls and wainscoting.

The Cott-a-lap Company sanitary oil painted burlap is now in use in the newer buildings of Harvard College, of the University of Pennsylvania and of many public and parochial schools. It is specified exclusively in the city of Boston and is used in practically all of the newer buildings in Washington, D. C., Newark, N. J., Philadelphia, Buffalo and other cities too numerous to mention.

The Cott-a-lap Company is prepared to give expert service to school authorities and architects who are struggling with the problem of selecting high grade sanitary and economical wall coverings.

### A NEW STANDARD IN CATALOGS.

A new standard in school equipment catalogs has been set by the Manual Training Equip-

ment Catalog, just issued by the Grand Rapids Hand Screw Company. All of the well-known models of manual training benches, screw vises, quick-acting vises, flask benches, glue benches, metalworking benches, drawing tables, drawing cabinets, notebook cases, storage wall cases, tool cabinets, hand screws and other manual training equipment, made by the firm, are fully illustrated and accurately described.



The entire construction and equipment of the chief types of benches are given in such a manner that teachers can understand exactly what they are buying.

The catalog is the first of a series of seven catalogs which the firm is issuing. It will be sent gratis, upon request, to readers of the JOURNAL who are interested in buying equipment intelligently and economically.

### NEW CATALOGS.


**Bacteriological Apparatus.** Two valuable catalogs just issued by the Bausch & Lomb Optical Company list a full line of laboratory incubators, freezers, sterilizers, paraffine and vacuum imbedding ovens, etc., etc. Catalog "A" includes apparatus of the firm's own American manufacture and catalog "B" is made up of the well-known Baird & Tatlock and Hearson, English apparatus. The catalogs will be of value in equipping public and school medical inspection laboratories and college bacteriological departments.



**EGGSHELLCOTE**  
The Standard Washable  
Dull Finish Oil Paint  
FOR SCHOOL  
INTERIORS

**Eggshellcoted Walls Are Economical**  
Eggshellcote is the most economical finish that can be used in schools. The extreme durability, covering capacity and ease of application are the bases of its economy.  
Used Nationally in Schools with Satisfactory Results.  
Send for color-card and free literature  
**PATEK BROTHERS, Sole Makers, MILWAUKEE**

**GYMNASTIC APPARATUS**  
**OUTDOOR PLAYGROUND APPARATUS**  
**STEEL LOCKERS**  
Manufactured in Our Own Factory



We publish separate catalogs descriptive of these lines. Write for the catalog in which you are interested.  
A copy of our book "The Planning of a Gymnasium," will also be mailed on request.

**Fred Medart Mfg. Co.**  
GYMNASIUM OUTFITTERS  
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**Fresh Air Schools**  
Promote  
Highest Efficiency of the Individual  
**CONSERVE**  
Your Resources  
by installing  
**Packer-Rekcap Ventilators**



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CHICAGO

**NATIONAL (Dustless) CRAYONS**  
For Blackboard Use



**NATIONAL CRAYON COMPANY**  
West Chester, Pa.

### HEATING AND VENTILATION.

(Continued from Page 17)

direct radiators in the room cannot be properly depended upon to overcome this difference in temperature requirements for the reason that in the sunny rooms it may become necessary to admit the air into the classrooms at less than room temperature to prevent an excess temperature, while on the other side of the building the air must be admitted at several degrees above the room temperature in order to maintain the temperature desired. It may be claimed that the direct radiators should maintain the balance in heat requirements but this has not proven satisfactory in practice. It interferes with the separation of the heating and ventilating elements of the system. This is especially so in that the direct radiators should not be used during the school hours in mild weather and at such times the temperature of the room should be controlled by the regulation of the temperature of the air supply.

The installation of the individual duct system increases the cost of the ventilating system by two and one-half per cent in large buildings and five per cent in small buildings, but, inasmuch as results obtained are decidedly superior to those obtained in any other system by making it possible to meet every varied demand in the different rooms it is certainly well worth its cost. This system has little or no effect on the operating cost of the plant.

Many of the same results as credited to the individual duct system can be obtained by the use of the double duct system but at a very slight difference in cost of installation and with the serious objection that it involves a complicated system of duct work with mixing and volume dampers scattered all over the building. In many cases these dampers are necessarily placed in inaccessible positions; thus they are hard to get at and their location is often forgotten and more often neglected. For these reasons

the system is much more difficult to maintain in an efficient condition and the results obtained are correspondingly less satisfactory.

#### Temperature Regulation.

Temperature controlling systems are very generally understood but they are unfortunately not as generally used as should be the case. The automatic temperature controlling system is too often regarded as a luxury when it should be regarded as a necessity. It not only results in fuel saving, equal to not less than ten per cent and possibly twenty per cent of the annual fuel bill, but more important still, it prevents excessive temperatures in the classrooms, which have been shown to produce injurious effects on the pupils. In this instance, as in other details, the welfare of the pupils should not be permitted to suffer for a saving of five to ten per cent on the cost of the heating and ventilating plant.

In some instances the temperature regulating system has been applied to the direct radiators only, or to the mixing dampers only, where both radiators and dampers are used. This is a serious mistake, for successful results in temperature regulation cannot be obtained where a part only of the heating elements are under automatic temperature regulation. In the case of such an omission one element of the heating and ventilating system is constantly working against, and upsetting the work of, the other.

With the vapor, atmospheric, modulating and vacuum systems the use of the intermediate acting thermostat is most desirable because it regulates the supply of steam to the radiators and the movement of the mixing dampers in a graduated manner in accordance with the demands for heating. Thus, in mild weather but little steam is admitted to the radiator; and the position of the mixing damper is changed but slightly, with more steam being admitted to the radiator and a greater change in position of the mixing dampers occurring as the outside temperature becomes lower, the full quantity of

steam being admitted to the radiator during extremely cold weather only. Such a method goes far toward eliminating the overheating of the room and the discomfort of the pupils sitting near the radiator.

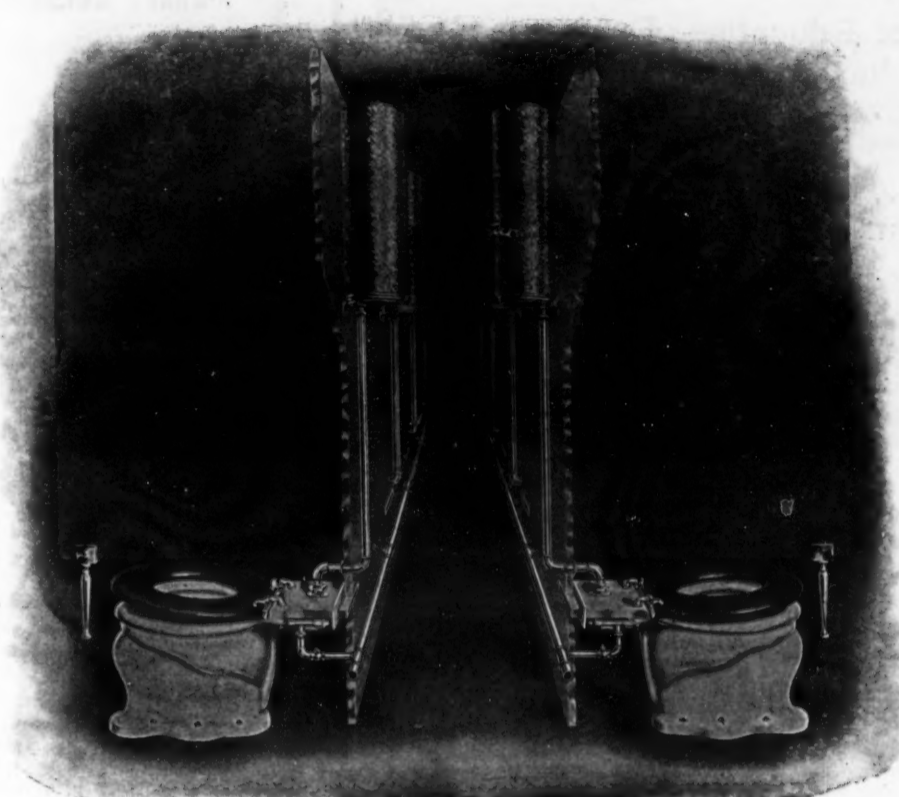
#### Location of Air Openings.

A great deal could be written concerning the location of the fresh air inlets and vitiated air exhaust openings in the schoolroom. This is the subject of a great deal of discussion but one general principle is thoroughly agreed upon. The number and location of both fresh air and vent openings should be such as to secure a thoro diffusion of the air thru every portion of the classroom. It has been demonstrated that such results can be obtained with the usual practice of one or two fresh air openings on one side of the room eight feet above the floor with a single exhaust opening on the same side of the room at the floor. The air openings into the room should, as far as possible, be directed towards the windows or the openings should be located in one of the end walls as near as possible to the windows with the exhaust opening at the other end of the same wall near the floor.

Much has been written regarding the desirability of admitting the air thru or near the floor and exhausting it near the ceiling, but this has not been satisfactorily worked out as yet. Professor Bass has made extensive experiments in admitting the air directly in front of the face of the pupil and exhausting it at the ceiling while reducing the volume of air. This plan fails in the air bathing of the body in general. A further criticism of this experiment lies in the fact that the results obtained were compared with the results obtained in another classroom ventilated in the ordinary manner, with satisfaction expressed because the results appeared to be practically the same in both rooms altho a reduced volume of air was supplied in the experimental room. It seems to the author that the results aimed at should be to



# The Problem of Toilet Room Ventilation



is solved to complete satisfaction by the use of the

**Utility Chamber**  
combined with

**Nelson Pressure  
Tank Closets**

We recommend this system to all architects and school boards who have been annoyed with the toilet room ventilation problem. It's the real solution without question.

Suppose you ask our engineers to assist you in laying out your toilet rooms so as to secure a maximum of satisfaction and security.



Branch Offices and  
Selling Agencies:

SAN FRANCISCO, CAL.  
LOS ANGELES, CAL.  
SALT LAKE CITY, UTAH  
PUEBLO, COLO.  
MEMPHIS, TENN.  
HOUSTON, TEX.

**N. O. NELSON MFG. CO.**  
EDWARDSVILLE, ILL. ST. LOUIS, MO.



determine how much better results might be obtained with the individual air openings and usual amount of air supplied as compared with the ordinary fresh air inlet and single exhaust.

Professors Winslow and Baskerville studied this problem of air diffusion in classrooms of the New York City schools and found therein satisfactory results with the standard methods of classroom air distribution.

The problem of air diffusion becomes much more serious in large rooms, and especially in auditoria. In the latter the general rule should prevail that no member of the audience should be further than thirty feet from a fresh air inlet and air exhaust, with special attention given to the spaces under the galleries. The application of such a rule would eliminate many of the complaints made regarding auditorium ventilation. Where the seats are permanently fixed the best results can be obtained by exhausting the air thru the floor by means of mushroom openings and supplying the air thru openings in the walls or in the ceiling. The reason for urging the exhaust of the air thru the floor, rather than the supply of air thru the floor, is that in order to prevent excess temperature in the room the air must be admitted at ten to fifteen degrees less than room temperature. Air at such a low temperature cannot be admitted in the immediate vicinity of the person without producing a serious chilling effect. In warm weather, when the outside air is of a higher temperature and the immediate relief of heat is essential, it is desirable to reverse the direction of the air current so that the air may come up thru the floor, pass up over the body, and go out at the ceiling. Such a reversal of the ventilating system can easily be made by the use of a reversing damper, as illustrated on the first floor plan of the school building ventilating system shown herewith. By reference to this print it will be observed that the air for the auditorium leaves the fresh air fan and enters one side of the reversing damper, leaving in such direction as to pass to the space over the

auditorium ceiling, thence down into the room thru openings in the ceiling. It leaves the room thru mushroom openings in the floor and passing thru ducts to the rotating damper at one side, leaves it at the other side, thence passing to the exhaust fan. In mild weather, when it is desired to reverse the direction of the air current the damper is changed in position 90 degrees and the air is then directed from the fresh air fan to the space under the floor from which it enters the auditorium thru the mushroom openings, passing upward over the people to the outlets in the ceiling, from which it is drawn by the ducts down to the rotating damper, entering one side thereof and leaving the other side to the exhaust fan. Practically no complication is involved in such a scheme and by its use all the advantages of the upward and downward system of ventilation may be had at will.

## Space Requirements.

An extensive study of the space requirements for ventilation plants has been made, under the direction of the author, in connection with forty school buildings, with the result that it has been found that approximately one and one-quarter square feet of floor area is required in the boiler room per thousand cubic feet of contents of the building, with approximately the same allowance for fuel supply. The space required for the fresh air plant, that is, the fans, heaters, air washers, motors, etc., varies from one square foot to one and one-half square feet per thousand cubic feet of space in the building, while the space required for the exhaust air plant is approximately half of that required for the fresh air plant. The height of these spaces depends upon the size of the building and its apparatus, varying from seven to fourteen feet for the fan rooms and from twelve to twenty feet for the boiler rooms. Usually the floor of the boiler room must be from two to eight feet below the level of the floor of the fresh air heater rooms, unless vacuum heating systems are used.

The usual size of the fresh air and exhaust

flues for each standard forty pupil classroom is found to be four square feet in area in both the fresh air and vent flue, altho a number of systems are designed with three square feet of fresh air and vent flue area each. These areas are increased or decreased as the number of pupils per room is increased or decreased.

## Classification of Systems.

Similarly a study of the cost of the installation of heating and ventilating plants was made in the same schools. It was found that the prevailing custom of apportioning a certain percentage of the total cost of the building for the installation of the heating and ventilating plant is of no value as these percentage ratios vary more than one hundred per cent, even with similar classes of installations. For a given size of building the cost of the heating and ventilating system will be approximately the same whether the building is a monumental stone structure or a plain wooden structure, but the percentage of cost of the system will be very different.

As a result of this study the following scheme of classification has been arrived at:

- Class "A"—Plants providing for fire tube boilers, double fan systems, air washers and humidifiers, individual or double duct systems and modulating control of direct radiators and mixing dampers.
- Class "B"—Same as Class "A" but using automatic stokers and water tube boilers instead of the fire tube boilers.
- Class "C"—Same as Class "A" but eliminating the modulation control of radiators and dampers and using the single trunk ducts.
- Class "D"—Same as Class "C", except that it eliminates the use of air washers and humidification systems.
- Class "E"—All other systems.

Manifestly there are many combinations of equipment which render an exact determination

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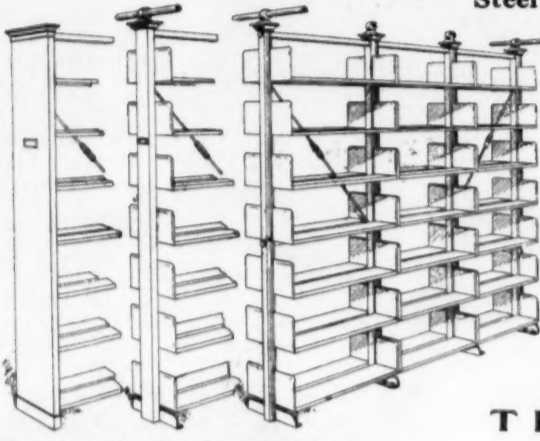
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of classification difficult, but in general this classification has proven satisfactory.

### Cost of Installation.

After a careful study of this method of classification and the figures on costs as thus obtained, it was found that the only satisfactory basis of determining the cost of the installation of the heating and ventilating plant was on the basis of the cubic feet of space in the building. The variation in costs within the different classes of systems is rarely over ten per cent from the average, the greatest variation occurring in Class "A". The resulting costs are as follows:

Class A, cost of plant per cu. ft. 2.7c to 3.3c—average 3.1c.

Class B, cost of plant per cu. ft. 3.3c to 3.8c—average 3.4c.

Class C, cost of plant per cu. ft. 2.2c to 2.5c—average 2.4c.

Class D, cost of plant per cu. ft. 2.2c to 2.3c—average 2.1c.

Class E, cost of plant per cu. ft. 1.9c to 2.2c—average 2.1c.

If classes D and E were but abandoned and a proper amount of skill were used in the design, installation and operation of the remaining classes, a sufficient appropriation being provided for the installation and operation of the ventilating plant, it is believed that little basis would be left for complaint as to the success of the artificial ventilating system.

Classes D and E are the result of a too limited appropriation, a demand for too large a building for the funds available, too much ornamentation, or too much equipment, or, in other words, an attempt to build a \$100,000 building with a \$75,000 appropriation, the greatest sacrifice being made in connection with the heating and ventilating plant. Better were a proper building, well equipped, even the smaller.

The author is encouraged to believe that a more general appreciation of these facts and of

the possibilities of the artificial ventilating system is now manifesting itself.

As a matter of information it is interesting to note that the cost of the plumbing equipment for school buildings ranges from three-quarters of a cent to one and one-half cents per cubic foot, the average being one and one-tenth cents. The cost of electric equipments, exclusive of electric power plants, ranges from one-half to one cent per cubic foot, the average being seven-tenths cents per cubic foot.

In the case of the heating and ventilating, plumbing and electrical work, the costs seem to be approximately the same in grade schools and high schools.

The appended table gives in detail the cost of various portions of a number of school buildings.

### SOME AIDS TO ADMINISTRATION IN PUBLIC SCHOOL SYSTEMS.

(Concluded from Page 22)

as purchasing educational supplies and equipments, and the maintenance and operation of school plants.

#### Modern Methods Were Not Wanted.

Paradoxical as it may seem, the installation of a modern system of accounting in this particular school system, was bitterly opposed by the administrative officer in charge of the business side of the schools. During the progress of the work, arguments and disputes arose between this officer and the expert accountants who had been employed by the Board of education to systematize the affairs of the office.

"They will ball me up," the administrator would say, "No one will be able to understand our accounts, and we will be criticised."

Matters, however, did not turn out so badly as predicted. The result was that every one understood the accounts much better than they

did under the old system. It was possible to furnish the public with understandable reports from time to time, which were appreciated. Formerly, it was impossible for any one to know definitely the condition of the school system with reference to its revenues and expenditures, and what relation these bore to educational results. The preparation of budgets was mere guess work, and consisted chiefly in making the appropriations "just a little" more than those of the previous year.

#### Dental Clinic in Erie.

(See page 22)

The schools of Erie, Pa., have since October 20, 1914, enjoyed the benefits of a dental clinic maintained thru the public-spirit of the Erie Dental Society. The Society itself, at its own expense, raised a fund of \$700 for fitting up a dental clinic, providing not only the necessary furniture, fixtures and tools but also the services of a trained dental nurse. Members of the Society give their services gratis.

On the first day, when the clinic was opened, 26 children received treatment. The clinic has since been opened one or two days each week and all children who have been found to have defective teeth, have been examined and, where necessary, have been treated.

The work has met the approval of the public and has aroused much interest. The discussion in the newspapers and the comments of the children in the schools have aroused parents to the necessity of attending to the oral hygiene of their offspring. The unconsciously human statement of a Swedish mother who said that her "young" had such bad teeth he could not "domesticate" his food is typical of the experience of many mothers who have been awakened to their responsibility.

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Dayton, O. Mr. Isaac Kinsey, a prominent citizen, has been elected president of the school board.

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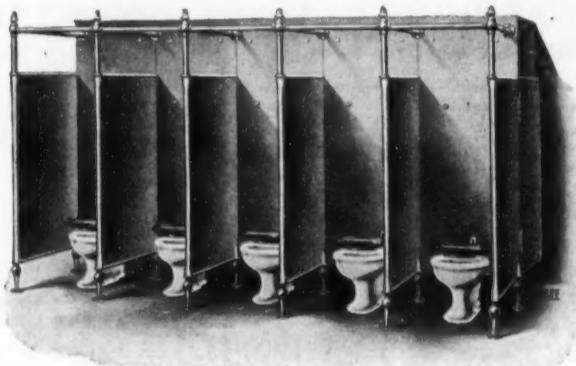
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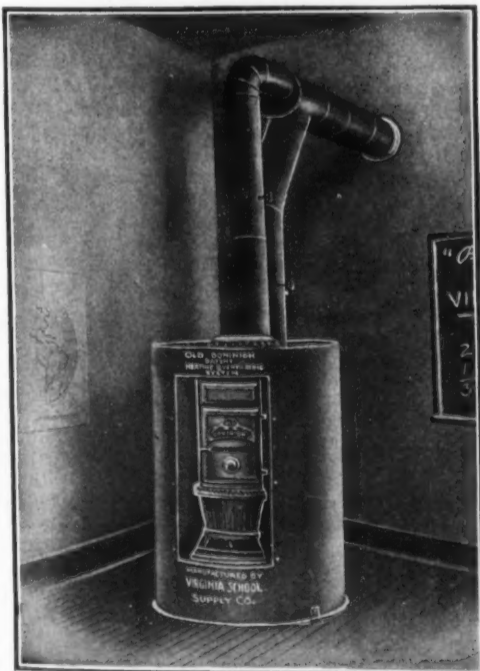
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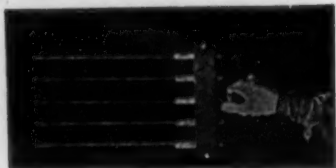
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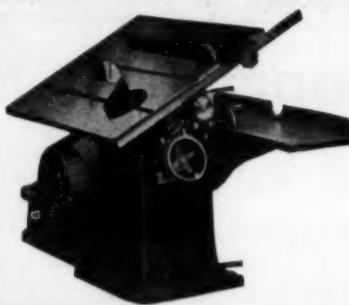
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### RECOMMENDATIONS OF MINNESOTA EDUCATIONAL COMMISSION.

The state educational commission of Minnesota, on January 8th, submitted to the school people a summary of its recommendations for the better control and more efficient operation of the state educational institutions. It is recommended that all educational institutions "be united to the end that the efficiency of the schools be promoted, the burden of taxation equalized and adjusted, a common school education provided for every child, and that an opportunity be given for special training of the individual along vocational lines or in higher education in preparation for a professional calling."

The recommendations of the commission cover ten points as follows:

Leave the university under the regents.

Put the supervision of common schools by the state under a state board of education.

Join the regents and the state board of education in an educational council.

Leave the independent districts as they are but make them uniform by abolishing the special charters of all but three large city districts.

Raise the rural districts to the same dignity and power as the independent districts by creating in each county a common school district embracing all the rural territory.

Insure trained men and women for supervision of rural schools thru the election of a common school supervisor by a representative body, instead of the county superintendent who may be well chosen or wholly unqualified.

Distribute the state school fund in three ways: The income of the trust fund on a per capita basis according to the constitution; the present one mill tax on the basis of teachers' salaries; the present local one mill tax on the basis of school attendance.

So make school taxation by the state a stimulus to efficiency in the schools and a means of equalizing the burden of common school education.

Distribute state aid for first-class common schools and high schools in proportion to results accomplished, to the expense occasioned and to the burden entailed on each district.

Award state aid for furnishing special courses on a co-operative plan by which the district will furnish the equipment and the state will approximately sustain the additional expenses of hiring teachers.

The education commission has reached the conclusion that this plan will promote the efficiency of the schools more than now, equalize the burden better than now and give more completely than now to every child in the state the guarantee of a common school education and to every child who can profit by it the opportunity for special training or higher education.

### FOR THE COMFORT OF CLASSROOMS.

It has been well said that the best devices for the heating, ventilation and lighting of school-rooms are valueless unless intelligently used and maintained at all times in the best mechanical condition. The most perfect heating device is useless if the janitor will not keep it clean and well adjusted, and if the teachers will not watch it sufficiently to maintain their rooms at a comfortable temperature. In recognition of this need of care on the part of teachers, Supt. B. A. Winans of Livingston, Mont., has recently issued a set of instructions which are suggestive in that they require teachers to take sufficient time from the routine of instruction to attend to the lighting and heating of their respective rooms. The instructions require in part:

"Give pupils all the light that the windows in your room will permit. Do not allow the direct sunlight to shine in the faces of pupils or on their desks or work, if possible to prevent the same.

"Shades should not be drawn at all in windows thru which direct sunshine does not come. Shades that are necessary in the morning or some time during the day to prevent direct sunlight, should be raised whenever possible.

"Do not use the blackboards in the small spaces between the windows at all. No work of any kind that pupils are expected to look at should be placed in spaces between windows, or next to the windows.

"All work that pupils are expected to read from the board should be written clearly and large enough that it may be readily seen by

any pupil. If possible, avoid placing work where light is reflected strongly from the board to the eyes of pupils who are expected to read the work.

"When the thermometer is hanging six feet from the floor near the center of your room, the temperature should not register above 70 degrees or below 60 degrees Fahrenheit. Maintain a temperature as near 65 degrees as possible.

"When the room becomes overheated, turn off part or all of the heat rather than open the windows. Guard against sudden change of temperature. When turning the steam off or on in the radiators, the valve should be completely closed or wide open, and not turned partially on or off.

"Some of the steam radiators have ventilators underneath. They should be kept open at all times. Frequently examine the outlet grate to see if it is working.

"Never open a window when it will cause a draught upon any pupil sitting at his seat.

"If the ventilation is not sufficient in cold weather, without opening the windows enough to cause a draught, or cool the room, "flush" the room at recess; or while the windows are opened, have the pupils engage in some kind of exercise, such as marching, etc. In either case the windows should always be closed before the pupils are seated. It is better to open each of the windows a very little than to open one very wide.

"For the sake of proper sanitation of your room and common knowledge, you should acquaint yourself with the heating and ventilating system of your building. Ask the janitor to explain any points that are not clear."

### War in the Schools.

"What Should be Said About War in the Schools" is the title of a most interesting and suggestive discussion of the opportunity and duty of the American school in promoting the cause of peace during the present European War. The author is Mrs. Fanny Fern Andrews, secretary of the American School Peace League.

Copies of the pamphlet may be obtained from Mrs. Andrews at 405 Marlborough St., Boston, Mass.

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### JANITORS' DUTIES.

Blackstone, Mass. Upon the recommendation of the superintendent, the school board has adopted regulations governing the duties of janitors. They read:

"In the performance of their duties, janitors shall be subject to the general direction of the superintendent.

"They shall do all the work that may be necessary to keep the buildings, appurtenances thereto, and the grounds, in proper condition thruout the year. This work shall include:

"All sweeping shall be done as far as possible after school in the afternoon. Schoolrooms are to be swept and dusted at least three times a week. When sweeping is being done, as many windows as possible must be wide open and all possible measures must be taken to avoid raising unnecessary dust. All dust must be removed and rooms put in order at least thirty minutes before the opening of school in the morning. Dusting includes not only furniture, but also railings, sills, mouldings, and other projections likely to catch dust.

"Halls and stairways must be washed once a week. Schoolrooms are to be washed once a month, or oftener if necessary. The entire building is to be thoroly washed and cleaned during the summer vacation, during the Christmas vacation and during the spring vacation.

"Windows shall be washed before the beginning of each term.

"Chalk troughs and blackboards shall be washed once a week.

"The furniture and all painted surfaces shall be cleaned with Sulpho-naphthol or other authorized antiseptic, and water, at least once a year.

"All banisters, hand-rails and door-knobs must be cleaned with the above solution once a week. No preparation shall be used on furniture that will damage the finish.

"Janitors shall regulate the fires so as to obtain as far as possible a uniform heat of 68 degrees Fahrenheit during the day. This temperature shall be secured in each room at least fifteen minutes before the opening of the morning session. After the close of the afternoon

session they shall open the doors and windows of each room for a sufficient time to change the air within.

"The sanitaris must be kept as clean and odorless as possible. They must be placed in good condition at the close of each day.

"The yards, closets, and basements must be kept in good order and free from all rubbish whatever.

"All steps and walks must be kept clean. They must also be kept clear of snow while school is in session. During icy weather special care must be taken to prevent accidents. Fire-escapes must be kept clear of snow and ice.

"Janitors shall see that the clocks are kept in proper order, and as near the standard time as possible.

"Janitors shall take every precaution to avoid accidents from fire and shall see that no door is locked during school hours, and that all obscene or obnoxious marks or writings are removed immediately.

"Janitors shall report at once to the superintendent any nuisance or injury to property, or any repairs that may be needed, but they shall not contract bills for repairs except those which need immediate attention. They shall not allow the grounds to be used as a place of resort for any person out of school hours. They shall be responsible for the care of buildings and grounds at all times when needed.

"The janitors shall perform such other duties as may be thought necessary by the superintendent."

### PERSONAL NEWS OF SUPERINTENDENTS.

Mr. L. C. Chenowith, superintendent of schools of Bakersfield, and a member of the California State Board of Education, has resigned to become superintendent of schools of Kern County. Mr. Charles A. Whitmore, of Visalia, succeeds him on the State Board.

Mr. Vernon L. Davey, formerly superintendent of schools at East Orange, N. J., died December 30th at his home after a long illness culminating in heart failure. Mr. Davey was 62 years old.

Portland, Me. Supt. DeForest H. Perkins has

been re-elected, with an increased salary of \$2,700.

Mr. S. O. Hartwell, for the past thirteen years superintendent of schools at Kalamazoo, Mich., will be named to succeed Mr. Joseph M. Frost, superintendent at Muskegon. Mr. Frost announced a year ago that he would not be a candidate for reappointment and Mr. Hartwell will succeed him in July. The position carries a salary of \$3,800 per year.

Mr. S. W. Sherrill, a member of the faculty of the East Tennessee Normal School, Johnson City, Tenn., has announced his candidacy for state superintendent of public instruction for Tennessee.

Cranston, R. I. Supt. Wm. C. Hobbs has been re-elected with a salary of \$2,000 per year.

Pawtucket, R. I. Supt. F. O. Draper has been re-elected with a salary of \$3,000.

Mr. M. P. Fobes, for twelve years superintendent of schools at Marshall, Minn., has been elected to a similar position at Northfield. He succeeds Mr. Edgar George who was in charge of the schools for 38 years.

Louisville, Ky. Mr. J. C. Strother has been elected president of the board of education.

Wheeling, W. Va. Dr. E. L. Armbricht, for twelve years a member, has been elected president of the board of education.

Syracuse, N. Y. Dr. A. E. Larkin has been re-elected president of the board of education.

Toledo, O. Mr. Isaac Kinsey has been elected president of the board of education, succeeding Mr. Frank Crane.

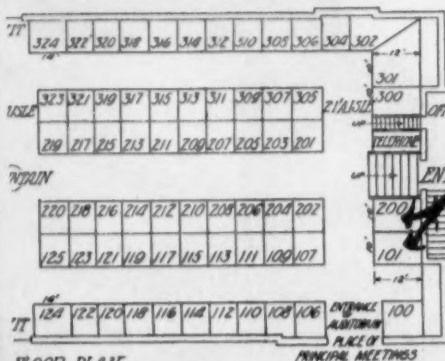
Dayton, O. Mr. Eugene H. Herr has been re-elected president of the board of education for a fifth term.

Mr. J. V. Murphy, of Platte, S. D., has been elected superintendent of schools at Salem.

Supt. M. E. Moore, of Leavenworth, Kans., has been re-elected with an increased salary of \$3,000.

Suffolk, Va. The school board has passed a rule providing that teachers who apply for positions in the schools must give evidence of having professional training received in a normal school or college.

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## BOYS' CLUBS IN THE SCHOOL.

(Continued from Page 10)

times. The natural resources of the region, the conditions of the community, its interests, its opportunities in the way of schools and libraries must dictate the choice of work for the club.

A number of considerations must be kept in mind to insure the success of a Boys' Club. In the first place the members must be of about the same age in order to work from the same basis of knowledge and interest. Another requirement is to have a variety of occupations, so that all the members may find something to their taste. It will not do for the club to devote itself exclusively to debates, or essays, or reading. These should be judiciously alternated with indoor athletics, outdoor games, recitations, simple plays and entertainments. Another means of maintaining interest is to provide a few special events in the course of the year to which the boys can look forward; a public entertainment which friends and parents attend; a debate with a rival club; or a game between the club team and that of a neighboring village or township. Such events lead to a livelier interest in the regular meetings, as well as providing the joyful sense of "playing host" to friends on the appointed days.

Jealousy is allayed by rotation in office, and no one boy must be allowed to become a chronic office-holder. Have committees to look after certain branches of the work, so that within a year every boy has had some personal work to do. Loyalty is engendered by service, so that each boy cares more for the club in proportion as he gives of himself to it.

Encourage the boys to decorate their meeting place and make it as attractive as their opportunities permit. Books and pictures, brought from home, or purchased with the receipts from

an entertainment, add to the homelikeness of the club-room. Meetings should be held at regular times, as often as once a week in winter-time if possible. At least one formal open meeting should be held during the season in order to show the progress of the club and to accustom its members to conducting their program in the presence of others besides the usual attendants.

The older boys can govern their clubs for themselves, but will need the stimulus of some adult to whom they can turn for help and advice in the maintenance of interest and order. Boys under fourteen years of age should elect their own officers, but be under the guidance of an adult leader. On this leader depends the success of the club. It is not sufficient that he be a "good" man—he must also appeal to the boys' sense of hero-worship, be forceful and magnetic, have enough of youth in him to join in their fun and yet be able to hold their respect. This type of man has it in his power to be of service to the youth of the community.

The sort of club that will succeed in one place may be a flat failure in another. Therefore different types of organizations are described here, the characteristics of each are indicated and the particular needs to which each ministers are suggested.

Physical prowess appeals to the boys and the "strong man" is his first hero. Athletics is thus a popular interest, needing only direction in order to make it effective.

The country boy has advantage over the city boy in the amount of outdoor life and fresh air that fall to his lot. He has opportunity for exercise and physical development. But does he make the best of these? We have grown so accustomed to pitying the lad who is brought up surrounded by brick and mortar, and to pointing to the country for our examples of physical ex-

cellence, that facts do not always sway our preconceived notions. Both Civil War and Spanish War officers found their city-bred troops quicker to follow orders and able to endure more hardships than their country-bred fellows.

There is the usual argument that country boys get enough exercise in doing their chores. This may be so, or it may even be claimed that they sometimes get too much exercise and are harmed by the exhaustion consequent upon the amount of farm work required of them. However, such labor does not take the place of carefully planned athletics. The very fact of the city boy's symmetrical development and the uneven development of the country boy indicate that the latter needs a little direction in his exercise, and in some few cases, a lightening of his chores. Many exercises need no apparatus, while Indian clubs, dumb-bells, gloves and a punching bag may be procured for a moderate sum. As for mats for wrestling and jumping, vaulting-poles and parallel-bars, let the boys make these for themselves.

The literary and debating club is so well known as to require little comment. The benefits of such an organization need scarcely be mentioned. The average child is usually incapable of expressing himself clearly when speaking before a number of people. Even when he has an idea he fails to do himself justice. Debate accustoms him to think while on his feet, to do so quickly, and to express himself concisely. Preparation for debate widens the boy's acquaintance with books and magazines, and enriches his thoughts.

The Historical Society developed in many neighborhoods is often made valuable to the entire district. It lays its foundation in the collecting instinct of the normal small boy. Each community has a different field opened

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before it. In the older districts there may be forgotten papers and letters stored in the attics of the old homes which will throw light on much early history. Old furniture, clothing and early forms of farm implements may be gathered. Other districts yield Indian relics to the turning of the plow. Books or magazine accounts of the history of the district may be collected. Taken together, these may form a very respectable nucleus for a local history club and museum. The State Historical Society of the state may be able to add to the material, supply reading-lists or send a lecturer to the club.

With a collection as a basis, the club could hold regular meetings, having programs covering some phase of local history, or interest allied thereto. In many communities there are older men who have shared in the history-making period and could tell of the clearing of the forests, crossing the plains, the coming of the first railway, incidents of war or political history. Get them to talk to the club from time to time; for, after all, history at first hand is the most interesting.

On national holidays have special open meetings to which friends are invited. Debates, recitations, music and essays could form the program, or a short play or historic tableau be given. At the annual meeting give a resume of the work of the year, so that the members may get a concrete idea of what they have accomplished.

In certain parts of the country where the forests are being demolished, or the growth of the town is destroying the wild-flower areas, samples of wood and connections of flora, carefully mounted and indexed, will in time acquire historical as well as scientific value. The same is true of native insects. A collection of birds' nests, with a colored print of the former occu-

pants mounted above each nest, makes a valuable exhibit. Eggs, on the other hand, are not worth collecting, as they are not needed for scientific purposes, are so fragile that they are sure to be broken and involve a needless sacrifice of lives that, spared, would be employed in aiding the farmers to get rid of various pests. Geological specimens may also be gathered.

The historical and natural history specimens, gathered by young people, if carefully arranged and housed in the school, library or town-hall, may in time develop into a really valuable collection.

The Farmers' Institutes, State Agricultural Colleges or some official source connected with the state department of education have frequently encouraged the formation of Boys' Clubs to compete in raising the best crops on small plots of ground allotted to them on their home farms. The most permanent of these clubs are those under the local leadership, preferably that of the country school superintendent. The clubs are organized for the purpose of seeing which boys can raise the most or best of a specified article on a certain area of ground. Certain rules of planting, cultivation and exhibition are made for all to follow, and in most instances printed instructions are followed in growing the crop. Utilizing the competitive spirit, the children are unconsciously inspired to wider interests in their efforts to raise a prize-winning crop. Incidentally they learn to recognize good and bad qualities in the product; to guard against insects and fungi and other dangers to their crops; to improve the quality of their product and to read agricultural literature that will be of further help to them. They may also learn to keep accounts, to gain a full realization of the time and labor required in raising a crop and the value of co-operation.

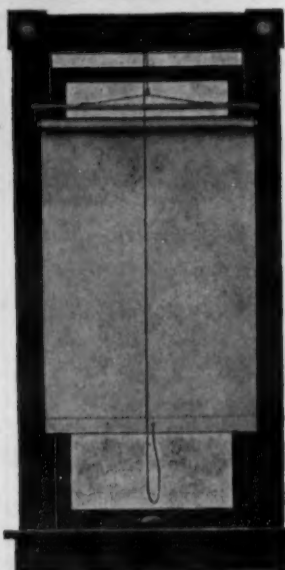
An exhibition gives opportunity for comparison of the work and establishes a bond of common interest and social spirit among the boys. It also gains the sympathetic attention of their parents and neighbors. Whether the boys grow fruit, corn, potatoes, cotton, livestock or poultry depends upon the locality, but whatever is grown, the effect upon the boy is the same. When they realize that farming needs study to become effective, and their interest is aroused in that direction, the making of good farmers has begun. In some clubs boys and parents make excursions to neighboring experiment-fields and to State Agricultural colleges. Others have turned to the improvement of school grounds as a part of their work.

### SPECIAL STUDIES.

A motion picture film exchange has been opened at the University of Kansas. The exchange is free to superintendents of schools who desire to use the films in the local picture theaters for the benefit of children. There is no fee connected with the use of the pictures but persons who receive them for exhibition purposes are responsible for the express charges. The pictures are educational in character and are selected with special care. Some of those in use include: An American in the Making; Safe Fire Escapes; A Crime of Carelessness; The Manufacture of Cereals.

The public schools of Los Angeles, Cal., have 50,000 children engaged in school garden activities.

Detroit, Mich. Upon the suggestion of Supt. Charles E. Chadsey, the school board has extended the safety first idea to the public schools. A complete system of school patrols has been formed of older boys in the schools to guard the younger children from the dangers of street traffic. Slogans are prepared weekly and printed on the blackboards so that the children may have them always before their eyes.



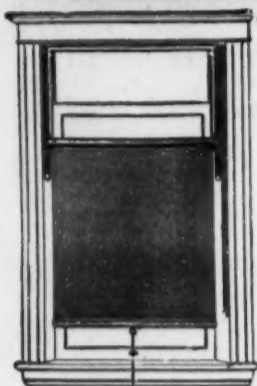
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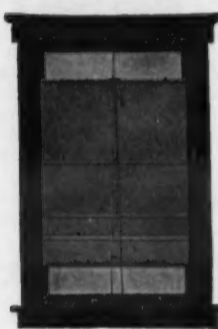
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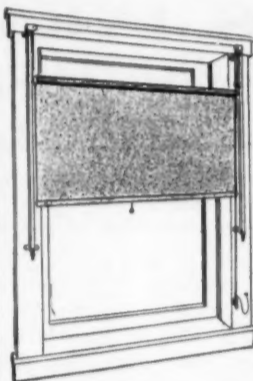
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Write today.

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#### SPANKING AS A FINE ART.

(Continued from Page 23)

national airs from "Annie Laurie" to "Comin Thru the Rye" with variations.

##### A Long-Distance Spankist.

Some of the great spankers did their best work in the sprints—their efforts were short and sweet. Others like Doctor Keate of Eton, excelled in Marathon distance spanking. His work was not so artistic upon the first two or three of his patients, but after he had his second wind, and had gone down the line to number 44 or 45, then his work was a joy to behold.

Absence from roll-call was punishable by flogging. One day, the boys went into secret session and resolved that none of them should be present at the next roll. The doctor left a dinner party to call the roll. When none of the boys appeared, he sent out his sergeant-at-arms to round them up. He waited until all of them were brought before him, then rolling up his sleeves, he flagged all of them—ninety or more—in less than fifteen minutes. Then he returned to his dinner party as pleasant and agreeable as usual.

This story is told of the old spankist: One of the boys called on him to say good-bye. "You seem to know me well," said the great spankist, "but I have no remembrance of having seen your face before."

"You are better acquainted with my other end," was the unblushing reply of the boy.

On another occasion, a patient who was due for treatment could not be found, and the doctor was kept waiting in his spankatorium. A name-

sake of the missing boy happened to pass the door; he was seized by Keate's orders and brought to the block as a vicarious sacrifice.

##### A Left-Handed Spankist.

Students of spankology tell us that most of the great spank artists have been right-handed; they spanked from the starboard side. But, of course, none of them could boast of being experts in their line, unless they could use either hand—were ambidextrous.

At the beginning of the last century, there presided over Shrewsbury's School, one Doctor Butler. He held the unique distinction among spankists of being left-handed—he spanked from the port side. In baseball parlance, he was a south paw. He turned out more masterpieces with his good left than Van Dyke ever did with his right. His favorite colors were black and blue rampant on a field of pink. When his artistic temperament got the better of him, he sometimes varied these with dashes of purple and red.

The doctor belonged to the Pre-Raphaelite school of artists. That is, he believed that the style that prevailed before the time of Raphael was better because it was harder and truer to nature—nothing soft appealed to Doc.

Like all artists, he had his atelier or spank-atorium in which he did his best work, as Kipling would say, "just for the joy of the working." This spank shop was a dark room, lighted by a narrow loop hole, and just large enough to hold the flogging block, birch and other spank tools. The boys called it the Black Hole, or sometimes Harhish's Hole, from the name of the

youngster who roomed there regularly. Into this room the doctor dragged the spankee, dexterously placed him over the flogging block, threw his good left into high speed and cut out the muffler.

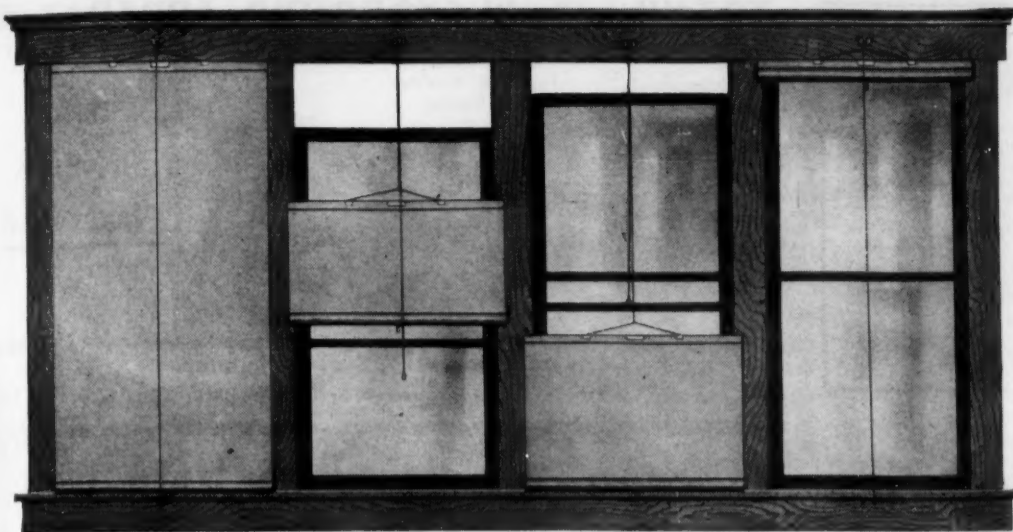
##### A Tabloid Spankist.

The intricacies of the art of spanking do not require that the spankist be a heavy weight; if this were so, the name of Doctor Wooll of Rugby would never appear high on the roll of those who have spanked their way to fame.

Doc Wooll was a little man with a big kick. He had a six-cylinder, ninety-horsepower spank in a light runabout body. He, like all great spankists, believed in the efficiency of the rod upon all occasions. Once he was told that a certain boy had begun to show signs of genius. "Say you so," said Doc, "then begin to flog him tomorrow morning."

Wooll had had his official spank list made out each day on paper of a particular size and color. This was called the "bill." Doc spanked every day just to keep his hand in; but Friday was the official spank day on which all those whose names appeared upon the "bill" were given an artistic dressing.

On one occasion, Wooll made Doc Keate shudder and look to his laurels as a long-distance spanker. It was like this: One afternoon all of the class, except the boy who was reciting to Doc, rushed out of the room before the benediction was pronounced. Sending out his First Assistant Spanker to round them up, he gave orders that all of them should be brought to the Spank shop at 3 o'clock. Punctually at



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the time, Wooll entered the room, and calling for the "bill," began with the head boy and spanked his way down the line thru the 38, including the boy who had not run out. He did the job in just ten minutes. One of the graduates suggested this as an appropriate motto to be placed above the door: "Great Cry and Little Wooll."

#### A Single-Entry Spankist.

One of the most conscientious and painstaking of the older spankists was a Swabian schoolmaster of the seventeenth century, who taught for 51 years, keeping a single entry record of his achievements. Here is his balance sheet:

- 911,527 blows with cane.
- 125,010 blows with ruler.
- 20,896 blows with rod.
- 136,715 blows with hand.
- 10,395 slaps over mouth.
- 7,905 slaps over ear.
- 111,801 snaps on hand.
- 22,763 nota bene.
- 727 boys kneel on peas.
- 613 boys kneel on tacks.
- 1,701 hold rod in the air.
- 8,000 blows for errors in Latin grammar.
- 76,000 nota bene for same.
- 22,300 tasks by heart.
- 5,000 wore fool's cap.
- 3,000 terms in scolding vocabulary.
- 113 terms of his own invention.

#### A Famous Spank Shop.

Three or four hundred years ago, there was a famous Spankatorium run by a Professor Somebody—we'll call him Professor Swatem. This Knight of the Rod held a monopoly of the spanking business in Paris. His spank menu was served up either a la carte or table d'hôte in

true Parisian style. Not confining his art to the boys of his own school, he did a flourishing business with the stranger without his gates. Anybody could be accommodated by sending the proper fee—by simply forwarding a note to the spankatorium something like this: "Mr. So and So presents his compliments to Professor Swatem and begs him to reward the bearer with twenty stripes, well laid on." Young men who had carried notes from their fathers to the Professor and received twenty francs worth of unguentum baculinum, in the future became suspicious of billet doux addressed to the professor. When Jacques did have one handed to him by the head of the house, he hunted up some boy to whom he owed a grudge, handed the note to him and said: "Here, take this to Professor Swatem, number 23, Rue d'Spank, and I'll give you a franc; I don't have the time to go just now." Then Jacques would hurry around the corner of number 23, Rue d'Spank and listen to a rendition of the Hallelujah Chorus with a barrel stave accompaniment.

Ladies who had been jilted by their lovers, gave said lovers a note to number 23, Rue d'Spank with their benediction—sweet revenge.

#### A Boy Who Loved to be Spanked.

In the hey-day of spanking, the noble youth was provided with a "whipping-boy" who served the double purpose of page and spank alibi for his lordship. If milord failed in his Latin conjugation, the whipping-boy was hunted up and given a trimming to balance the young noble's account. Not that the spank-boy was just crazy to take the lacing that was due the other fellow, but that was what they were being paid for, and

they knew that they had to take it to earn their salary.

In the Blue Book of Spankistry, there is written the name of one boy who just doted on spankings. He preferred a spanking to a game of baseball or chocolate creams any day. This boy, named Tripp, really deserved many more than he ever received, but he loved them so much that he would even volunteer to take another victim's place.

Tripp was always ready, knelt with great ceremony, then rose again, and said playfully, "Allow me, sir, to put my bandana under my knees—these breeches cost Dad twelve bucks, and he gave me particular charge not to soil them." Then kneeling again, Tripp would say, "Sir, be so kind as to hit high and gently." During the seance he made the rafters ring with his yells. When all was over, he jumped up with alacrity, made his bow and said, "Thank you, sir." Here were the manners of a Chesterfield before and after taking.

To spank, or not to spank, that is the question. Is it better for the school youth of tomorrow to be mollified by the stick of candy instead of the spanking stick? Shall the slipper, barrel stave and trunk strap be relegated to the attic, and spanking as an art go the way of the gladsome appendix, and be "cut out?" Let the poet answer—

"O, ye who still hold spanking dear,  
Maintain it bravely, each in his own sphere.  
Parents, teachers, guardians, do your best  
Never to let the Rod in torpor rest.  
Extend the practice, propagate the zest,  
Spank at all times—in every novel mode,  
Instruct your teachers in the Busby code."

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## ILLEGAL EXPENDITURES OF SCHOOL MONEY.

(Concluded from Page 20)

of the book was in no way in aid of common schools."

Saying that the words "in aid of common schools" had no exact signification in themselves, the court concluded by looking into the history of the common school system of Kentucky that all aid other than to defray the expenses of such schools was strictly withheld by the constitution. "If the General Assembly," the court declared, "may appropriate the revenue of the school fund for any purpose which cannot be clearly shown not to be in aid of common schools in any sense or degree, the whole sum may be dissipated and lost to the children of the state whenever the legislature so wills it, and the constitutional provision prove a mere *brutum fulmen*."

### Vehicles as Necessary School Supplies.

Can a county board of education purchase wagons and employ drivers to transport pupils to and from a consolidated school with money raised by the vote of the district under a statute authorizing the tax to be expended "in the building, improvement, and equipment of school-houses; for the purchase and condemnation of necessary real estate; for the payment of teachers, purchasing necessary supplies, and the extension of the school term?" This question was raised by a bill brought by taxpayers to enjoin the use of this collected tax for the afore-said purpose of transportation. In 1912 the Kentucky Court of Appeals enjoined such use of this money as unauthorized by law (38 L. R. A. N. S. 710).

The rationale of the decision is as follows: "The power of the county board in expending this money is carefully limited by the statute, and under the statute the county board is not authorized to spend it for anything else, for the inclusion of certain things is necessarily the exclusion of all others; and if the board may go beyond the statute there is nothing to guide it and no limit to its authority."

It was contended that wagons to carry children to and from school can be included in the terms "necessary supplies"; but the court rejected this construction saying: "Necessary supplies mean necessary supplies for school purposes. It has never been provided by statute in this state that any fund raised by taxation may be used in transporting children to and from school; and if so radical a change in our school laws is desired it should be expressed plainly. The presumption is that the terms used in this act were used in the same sense as in the previous statutes. We do not hold that the legislature may not provide for the levying of a tax for this purpose; we only hold that it has not yet done so."

Beyond question school authorities have no inherent right, in the absence of statute, to use school funds for the transportation of pupils (154 Ill. App. 119). But the legislatures of some states have expressly provided therefor, and such statutes are constitutional. Indeed the Kansas court has upheld a statute providing that the school board of any district, where there are pupils residing three or more miles from the schoolhouse, shall allow their parents or guardians a limited sum as compensation for convey-

ing such pupils to and from school (73 Pac. 927).

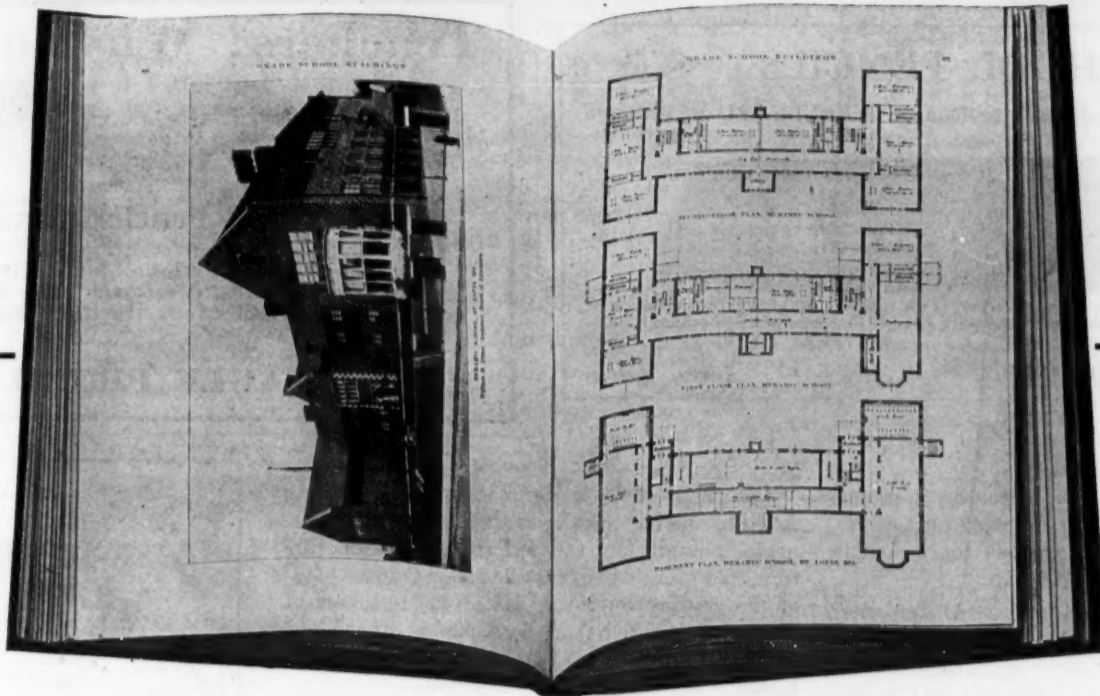
But the legislative intention to use school money for the transportation of pupils must be clearly expressed, as courts do not infer it from ambiguous expressions. Thus directors have no right to use school money to transport pupils under a statute authorizing them "to establish and keep in operation a sufficient number of schools for the accommodation of all children in the district, and secure for all such children the right and opportunity to an equal education" (145 Ill. App. 119). Neither can they do so under a statute empowering them to levy a special tax to pay the necessary expenses of the school (168 Ind. 384, 81 N. E. 62). Even if the statute provides for the free transportation of pupils, it is generally held that such transportation is a matter within the sound discretion of the school authorities and not a matter of right. In such cases it is necessary to show an abuse of this discretion before they can be compelled by mandamus on behalf of the pupils to furnish free transportation (Note 37 L. R. A. N. S. 1110).

## THE CINCINNATI SCHOOLS.

(Continued from Page 13)

is to be conducted under the immediate direction of the head of the Child Labor Bureau.

Vocational guidance has received much attention, both in training elementary teachers in conference, so as to enable them to deal intelligently with their pupils in this service, and particularly in high school where continued effort has been made to hold pupils in school, to inform them as to possibilities in the world, to



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help them to intelligence about work and about themselves, and to send them from school, when the time comes, with all possible advice and help.

Especially significant is the survey of the printing trades, undertaken by the schools in co-operation with the Chamber of Commerce, the printers and the various printers' unions. The study is to secure facts which will bear upon the educational needs and opportunities of those now in the trades, as well as those who purpose entering them. When this first survey is completed, it is proposed to undertake a similar study of the clothing, shoe and building trades, analyzing and interpreting the information secured and making it the basis for the development of a system of vocational education relating directly to the trade involved.

Finally, to complete the account, mention must be made of the social center work of the schools. Only a beginning has been made, but already results have been reached in several communities which make the outlook as hopeful in this field as other cities have found it. Such an outcome will be typical in a city as full of co-operative effort as Cincinnati.

With these features in its schools, and with the general attractiveness of the city itself, Cincinnati opens its doors to the Department of Superintendence. Its hospitality will not be less than that of the South, its near neighbor, and a cordial welcome will await all who come. And as the city extends this invitation, the schools repeat it with added emphasis. Whatever we have is open for all to see.

### EVENING SCHOOLS.

Geneseo, Ill. An evening school has been opened in the Geneseo Township High School. Courses are offered in bookkeeping, penmanship, spelling and arithmetic.

Pittsburg, Cal. Evening classes for foreign-born residents have been opened with an enrollment of 290 persons. Classes are divided

into two sections, those for adults and those for minors from 14 to 20 years of age.

Altoona, Pa. The practical character of the Altoona Night Schools has caused the enrollment to rise to 2,033 during the present semester. Not only young men are in the schools but more than 500 women and girls are engaged in studying dressmaking and millinery, cooking, etc. In fact the cooking classes have so large an attendance that but one session weekly can be given to the respective classes. In addition to the studies in industrial classes, 200 men and women are enrolled in a class in English, for foreigners. Choruses and orchestras have been organized, and one session weekly is devoted to the singing of folk songs and national anthems, closing with America.

The largest factor in the success of the Evening schools has been the teaching corps which is recruited from the special teachers employed in the day Trade Schools and practical shopmen and practical seamstresses and milliners who live in Altoona.

Fort Wayne, Ind. Evening classes in mechanical drawing have been opened with an attendance of 75 men. The instruction leads into architectural drawing, sheetmetal drafting, machine design and mapping.

York, Pa. A total of 103 girls in the high school have elected sewing following its recent introduction in the school. All but one of the senior class have elected the subject and five post-graduates have enrolled.

Globe, Ariz. An evening school has been opened in the high school offering courses in home economics, manual training, bookkeeping, stenography and typewriting, arithmetic, trigonometry, algebra, Spanish, English, psychology and pedagogy.

Ada, Minn. The Domestic Science Department of the high school has recently put a lunch plan into operation for the benefit of pupils who come from the rural districts and are forced to bring their lunches. The children sit at tables and are waited upon by the girls of the normal training department. One hot dish and two paper napkins are furnished by the school. A charge of three cents per day is made.

Ashtabula, O. Classes in commercial branches, manual training, mechanical drawing, domestic science, electricity and courses in English for foreigners are offered in the night school this

year which has proven very successful. Two hundred and twenty-five students have been enrolled. Of this number 150 are foreigners who are taking the course in "English for Foreigners." The latter is one of the most popular offered and has met a demand.

An increase in attendance was noted in Buffalo night schools after the holidays. Ordinarily at that time a decrease is shown. New courses, recommended by businessmen, attracted many students. Among the subjects taught for the first time are salesmanship and business correspondence. A class in sign-card writing was started at one school.

### PERSONAL NEWS.

Mr. H. B. Hendley has been elected president of the board of education at Tacoma, Wash., succeeding C. F. Gray.

Tacoma, Wash. The school board has created the positions of assistant secretary, purchasing agent and superintendent of properties and school mechanic. Mr. A. T. Williams, Mr. T. A. Spencer and Mr. John Benthien have been named for the respective offices. Mr. Alfred Lister, secretary of the board, thru the change, becomes business manager.

Philadelphia, Pa. Mr. Albert H. Raub, formerly assistant district superintendent of schools, has been elected associate superintendent, succeeding Mr. William C. Jacobs. Associate superintendents John P. Garber, George Wheeler and Oliver P. Cornman have been re-elected for one year.

Mr. Thomas McGeehan, superintendent of the public schools of East Youngstown, O., died on January 7th.

Mr. E. J. Riner, of Spokane, Wash., has been re-elected superintendent of school buildings and grounds.


Newport, R. I. Dr. C. F. Barker, chairman of the school board since 1894, has resigned. Mr. Barker completed 21 years of service and had been in office longer than any other incumbent.

Indianapolis, Ind. Mr. Wm. M. Taylor has been elected president of the school board, succeeding Mr. J. H. Emrich.

Dr. Charles A. McMurray has been elected Professor of Elementary Education in the Peabody College for Teachers, Nashville, Tenn., and will enter upon his duties June 17, 1915.

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### Literal.

A teacher signalized the reopening of school by asking her class to write an essay on London. Later she was surprised to read the following in one attempt:

"The people of London are noted for their stupidity." The young author was asked how he got that idea.

"Please, miss," was the reply, "it says in the textbook the population of London is very dense!"

### How Unfair.

"How did your daughter pass her examination for a position as teacher?" asked one.

"Pass!" was the answer. "She didn't pass at all. Maybe you wouldn't believe it, but they asked that girl about things that happened long before she was born."—Lippincott's.

### Boston Dialogues.

Willie was wiping his spectacles, says the Cleveland Plain Dealer.

"Where have you been, Willie?" his mother inquired.

"I have been making a call on my dear teacher," the affectionate child replied.

"What was the nature of your errand?" asked the mother.

"I went to my teacher's home to request her to hold the study of geography in abeyance until the authorities truthfully determine the new boundaries of those nations that are at present engaged in a cruel and inexcusable war."

"And what did she say?"

"I hate to repeat it, mother."

"Do not hesitate on my account, my child?"

"She called me a protoplasmic prig."

"How intensely shocking!"

Kindergartner—You've counted up to eight nicely, dear. But don't you know what comes after eight?

Elsie—Bedtime.



What They Were Fighting Over.

Fox, Chicago Journal.

### Had Trouble.

The group of American teachers sent to South America during the summer of 1913 by the Carnegie Foundation for International Conciliation, had many novel experiences. On one "leg" of the voyage practically all of the members of the party suffered from seasickness. Just how badly some of them suffered is told by Dr. Harry Erwin Bard who headed the party.

"After we returned to New York," says Dr. Bard, "we were met by friends and I could not help overhearing one man say to his wife:

"I suffered dreadfully, Mary, during those two days. I could keep nothing on my stomach."

"Nothing whatever?" said the wife.

"Nothing," said the man in woeful remembrance, "except a mustard plaster and my hands."

### He Knew.

The teacher was giving the geography class a lesson on the cattle ranches. She spoke, according to the Youth's Companion, of their beef all coming from the West, and wishing to test the children's observation, she asked:

"And what else comes to us from these ranches?"

That was a poser. She looked at her shoes, but no one took the hint. She tried again:

"What do we get from the cattle besides beef?"

One boy eagerly raised his hand.

"I know what it is. It's tripe," he announced, triumphantly.

### Consistent.

Mrs. B.—The girls of my daughter's class have agreed to graduate in simple gowns.

Mrs. W.—That will save you money on your daughter's outfit.

Mrs. B.—I'm not quite sure. She intends carrying \$25 worth of orchids.

### He Was the Original?

Dr. P. P. Claxton, United States Commissioner of Education, understands the negro and thoroughly enjoys stories illustrating negro peculiarities. One day shortly after his coming to Washington he was called to the door by an old negro looking for work.

"What is your name?" said Dr. Claxton.

"Mann! M-a-n-n, suh," said the colored man.

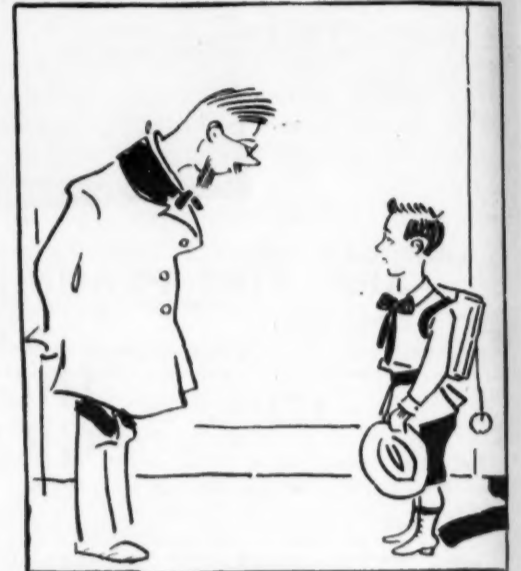
"Mann?" asked Dr. Claxton. "Perhaps you are the son of a former servant of Horace Mann?"

"No, suh!" came the astonishing reply, "Ah is Horace Mann!"

Returning from school the other afternoon, a little girl informed her mother that she had learned how to "punctuate."

"Well, dear," said her mother, "and how is it done?"

"Why, when you write 'Hark!' you put a hat-pin after it; and when you ask a question you put a buttonhook."



### A New Excuse.

Teacher: Why are you late this morning?  
Johnnie: Mother told me to walk quietly and slowly!

### A Case of Absentmindedness.

At the Richmond convention of the National Society for the Promotion of Industrial Education a well known educator became lost in the city while engrossed in some reflections upon a session. His misadventure led to a discussion of absentmindedness during which Dr. Leonard P. Ayres of the Russell Sage Foundation told a story.

"A case of absentmindedness," he remarked, "that reminds me of the experience of a certain professor. One evening on returning home to dinner the professor was met at the door by his wife, who led him into the house with a reproving glance.

"Do you know, John," said she just a little poutfully, "that you went away this morning without kissing me good-bye?"

"Is that so?" responded the professor with a thoughtful expression. "Then who in the deuce did I kiss?"

### The Properous Way.

Two Jefferson City negroes care for the lawn round the state capitol of Missouri, according to the Saturday Evening Post. Former Governor Hadley heard them discussing the pronunciation of the word "exactly."

They were about to fight, when an old negro came along and offered to act as arbitrator. "Which am de mos' properous," asked one of the disputants, "de-zackly or dis-zackly?"

"Look heah, yo' black whelps," shouted the old negro, "wha' am yo' edgocation nohow? It hain't de-zackly nor it hain't dis-zackly. It am pu-zackly, that's what."

### A Natural Mistake.

"What sort of a school is 'Leazer Tudwinker's niece goin' to, up to the city?"

"O Controversy of Music, I b'lieve they call it; she's learning to be a choir singer."—Puck.

# Educational Trade Directory

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The Aeroshade Company.

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Milton Bradley Co.  
American Crayon Co.  
The Prang Co.  
Devos & Raynolds.

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Fred Medart Mfg. Co.  
W. S. Tothill.

## AUDITORIUM LIGHTING.

Kansas City Scenic Co.

## AUDITORIUM SEATING.

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E. W. A. Rowles.  
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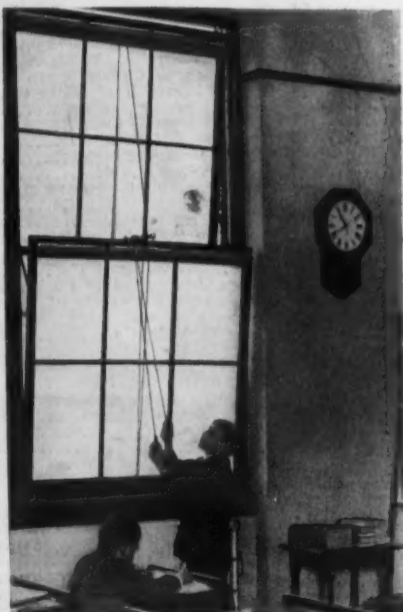
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